DOCUMENT RESUME

ED 032 364 UD 007 960

By-Fogel, Yvonne, Ed.; Ryals, Ruth, Ed.
ESEA Title I Projects Evaluation Report, 1968--Volume I.
Pittsburgh Public Schools, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 68
Contract-OEC-1-7-000059-0059
Note-449p.
EDRS Price MF-$1.75 HC-$22.55
Descriptors-Developmental Reading, *Educational Programs, Elementary School Counselors, *Federal Programs, Kindergarten, Library Technicians, Preschool Programs, *Program Descriptions, *Program Evaluation, *Public Schools, School Community Relationship, Secondary School Counselors, Standard Spoken Usage, Transitional Classes
Identifiers-Elementary Secondary Education Act Title I, ESEA Title I, Pennsylvania, Pittsburgh

This volume is the third annual report of Title I activities in Pittsburgh public schools and follows the format of a previously developed evaluation model. Included are 10 reports, each of which is introduced by a summary statement and followed by several appendixes with additional information. The individual reports evaluated the following component programs: (1) community utilization; (2) developmental reading; (3) elementary school counselors; (4) kindergarten; (5) library aide; (6) preprimary; (7) school social work; (8) secondary counselors; (9) standard speech development; and (10) transition room. For an abstract of Volume II of this evaluation report see UD 007 961. (NH)

ED032364

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ESEA TITLE I PROJECTS

EVALUATION REPORT

1968 - VOLUME I

THE BOARD OF PUBLIC EDUCATION · SCHOOL DISTRICT OF PITTSBURGH, PENNSYLVANIA

Pittsburgh Public Schools

Bernard S. McCormick, Superintendent

The research reported herein was performed pursuant to contract OEC1-7-000059-0059 with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

UD 007 960

OFFICE OF RESEARCH

Dr. Malcolm Provus, Director
Dr. Russell Scott, Assistant Director
Mrs. Mary Jane Duda, Coordinator for Research for Instruction and Teacher Training
Mrs. Judith McBroom, Coordinator of Evaluation
Mr. Gordon A. Welty, Research Associate
Miss Ethel Patton, Operations Coordinator
Miss Esther Kresh, Research Associate

Project Evaluators

Mr. Leonard E. Glassner
Dr. Wafik Hassouna
Mrs. Stase McPherron
Mrs. Joan Miller
Mr. John V. O'Neill
Miss Elaine Porch
Mrs. Donna Waters

Graduate Assistants

Mr. James Chokey
Mrs. Joyce Chowla
Mr. Richard Fogel
Miss Susanne Kurtz
Mr. James Masters
Miss Eileen Spitzer
Mr. Edward Sutton
Mr. Dan Stern
Mr. Eugene Wallace
Mr. Donald Hendershot

Editorial Staff

Mrs. Yvonne Fogel, Sr. Editor
Mrs. Ruth Ryals, Editor
Mr. Anthony Crocco
Mrs. Janet McGrail
Miss Alexanne Wahlgren

Staff Consultants

Mr. Alex Andres
Mrs. Ann Anthony
Mrs. Elizabeth E. Duncan
Dr. Bert F. Green
Dr. Alan Klein
Mrs. Kathleen A. Neumont
Dr. Louis Pingel
Mr. Clark D. Rogers
Dr. Douglas Stewart
Mr. John Upshur
Dr. Margaret Wang

Clerical Staff

Administrative Assistants:
Mrs. Elizabeth Rodd
Mrs. Jo Anne Tierno

Secretaries and Typists:
Mrs. June Allan
Mrs. Florence Browne
Miss Mary Alice Carter
Mrs. Lena DiNome
Mrs. Elayne Shaffer
Mrs. Esther Gajewski
Mrs. Joan Lasky
Miss Martha Menham

QUALIFYING SCHOOLS

The following schools were eligible for Title I funds under the 1967-1968 guidelines:

Elementary

Arlington
Arsenal
Baxter
Belmar
Beltzhoover
Burgwin
Chartiers
Clayton
Conroy
Cowley
Crescent
Dilworth
East Park
East Street
Fairywood
Fineview
Forbes
Fort Pitt
Frick
Friendship
Gladstone
Grandview
Greenfield
Hays
Holmes
Homewood
Knoxville
Larimer
Lemington
Letsche
Lincoln
McCleary
McKelvy
McNaugher
Madison
Manchester
Mann
Miller
Morse
Murray
Northview
Phillips
Prospect
Rogers
Schiller
Sheraden
Spring Garden
Stevens
Vann
Weil
Woolslair

Secondary

Allegheny
Arsenal Vocational
Carrick
Columbus Middle
Connelley Vocational
Conroy Junior
Fifth Avenue
Gladstone
Greenfield Junior
Herron Hill Junior
Knoxville Junior
Langley
Latimer Junior
Oliver
Peabody
Perry
Prospect Junior
Schenley
South
Washington Vocational
Westinghouse

TABLE OF CONTENTS

OFFICE OF RESEARCH iii

QUALIFYING SCHOOLS v

INTRODUCTION ix

ESEA EVALUATION REPORTS:

1 Community Utilization Program 1-1

2 Developmental Reading Program 2-1

3 Elementary Counselors Program 3-1

4 Kindergarten Program 4-1

5 Library Aide Program 5-1

6 Preprimary Program 6-1

7 School Social Work Program 7-1

8 Secondary Counselors Program 8-1

9 Standard Speech Development Program 9-1

10 Transition Room Program 10-1

Introduction

Since the early months of 1966, under the auspices of Title I of the Elementary and Secondary Education Act, Pittsburgh Public Schools have been using federal funds to develop a variety of programs addressed to the needs of socially and economically disadvantaged students and the schools these students attend. More specifically, the funds have been used for the following purposes: to introduce changes in school organization; to augment the human and material resources of the school; to provide new or improved services; to devise or strengthen instructional strategies and other educational processes; to increase the variety of educational activities; and to evaluate and adjust the planning, implementation, and effects of these changes. The benefits of the total effort are seen in the gradual rationalization of processes and programs toward the goal of quality education in the affected schools.

An integral part of the overall change is the evaluation activity which has guided and supported it. The objectives and criteria of evaluation are defined by the Pittsburgh Evaluation Model. Under this model, educational programs are viewed as subsystems of the entire school system. Continuous feedback to program managers of evaluative information, coupled with ever more effective responses on their part, contributes to the constant improvement of plans and operations in the larger system.

This publication, the third annual evaluation report, presents information about Title I activities conducted during the 1967-1968 school year. The emphasis of the overall effort on the development of processes is evidenced in the nature of the reporting. Thus, much of the information presented to managers in this early phase of evaluation is related to program conceptualization and program operation. As time progresses, proportionately more information about program effects is gathered and disseminated.

The reports are presented in two volumes. They have been kept as concise as possible, and, to avoid repetition, the procedures and methods defined by the evaluation model have not been explained or described within the individual reports. As a prerequisite to reading individual reports, the reader is referred to the first section of Volume I Evaluation Report, 1967 which contains an explanation of the model used to make these evaluations.* The 10 reports in Volume I of the 1968 report reflect the objectives and procedures established by the evaluation model. Volume II is composed of those eight evaluations which were not held to the model, although they may have conformed to it in part, if not completely.

---

*The model has since been revised and is described in the Discrepancy Evaluation Model, 1969, Pittsburgh Public Schools.

Any effort of this type depends on the contributions of many individuals and groups. We wish to thank the personnel in the schools who have given their time to fill out questionnaires and answer interviews and have cheerfully suffered the interruption of their classes for observations. The cooperation and understanding of project managers has also been an essential condition of this work. These managers, who must ultimately bear the responsibility for the success or failure of their programs, have been forced to take risks with us which were not always within their understanding or, in their opinions, prudent. To them, also, we extend our thanks.

Malcolm Provus
Director of Research

1. COMMUNITY UTILIZATION PROGRAM

1. COMMUNITY UTILIZATION PROGRAM

Summary

The Community Utilization Program attempts to provide more effective communication between the educational system, parents, and neighborhood organizations. The school-community agent functions as a liaison between the schools and their neighborhood.

The 1968 evaluation attempted to update the program definition so that it might better represent the Community Utilization Program's current emphasis on school-community relations. Accordingly, an attempt was made to identify those program objectives and staff duties which supported the liaison emphasis. In addition, an attempt was made to isolate those problems in the program design which tended to cripple the liaison effort.

The report concludes that those objectives concerning (1) the community's opportunity to make constructive changes in the school, (2) the utilization of community resources in school programs, and (3) the parental support of programs, further the liaison effort of the Community Utilization Program. Those objectives dealing with in-school functions have little to do with the agent's liaison capacity. The new program definition reflects this distinction by giving the liaison objectives priority.

The problems in program design pointed out in the report include the apparent incompatibility of the two areas of work represented in the program design (liaison and in-school) and the unrealistic allocation of time from which the program suffers. The program also suffers from a lack of intra-system communication.

Introduction

History of the Program

With the advent of a variety of enrichment and remedial programs designed to help Pittsburgh public school children from areas designated as disadvantaged, there appeared a need for an agent to interpret these programs to the community. The Community Utilization Program (formerly the Community Agents Program) stemmed from this need. In 1961 the Pittsburgh Public Schools created the position of Assistant Director of Compensatory Education to provide a liaison between community agencies and the team teaching schools. In 1965 funds from the Office of Economic Opportunity made further expansion of the program and steps to coordinate the program on a district basis possible.

In March of 1966 a proposal to the federal government listed the five major functions of the community agent as follows:

1. The agent relates community resources to school needs, conducts the necessary follow-up, and participates in the continuing evaluation of the program.
2. With the assistance of teachers and principals, he recruits three- and four-year-old children for preprimary programs.
3. He works with the parents of the preprimary students to solve problems arising from the home environment.
4. He encourages the community to contribute resources to aid the educational effort of the schools.
5. The agent provides a liaison between the school and the community agencies.

In April 1967 the first description of the program resulted from a definition meeting attended by program staff and a sample of principals from the schools involved.

Originally, the agent was intended to provide supportive services for the Preprimary Program through recruitment of eligible children and through work with parents. In addition, school-community agents were to assist in developing community resources for use in compensatory education schools and to provide liaison with social agencies in the neighborhood. However, in response to the growing community interdependence, the concept of a school-community liaison role evolved and the staff became increasingly involved in active participation with community organizations. The evolution of liaison as the agent's primary function was reflected in the revised job description issued to program staff in September of 1967. (Copy included in Appendix A.)

Another indication of this change in focus appeared in the September-October issue of Intercom, published by the Department of Compensatory Education. There, the program director announced that the major function of the school-community agent was his liaison work in the community.

A subsequent analysis of the program by the superintendent's staff resulted in a restructuring of the program. During the spring of 1968 the program was relocated from the Department of Compensatory Education to the Office of School-Community Affairs. This structural change provided a more direct link with the school system and overcame some of the problems discussed later. This report deals basically with the way the program operated during the 1967-1968 school year before the relocation. The relocation placed the program beyond the sphere of this office's evaluation activities.

Description of the Program

During the 1967-1968 school year the Preprimary Program was in operation in 45 of the 51 Pittsburgh public elementary schools qualifying for compensatory education funds. Twelve agents covered 37 schools, leaving only eight operating preschools without assigned agents. Since some parents whose children might be in greatest need of compensatory education might not take advantage of the Preprimary Program, the agent was responsible for recruiting three- and four-year-olds by visiting homes, explaining the program, and encouraging the enrollment of those children who were eligible. He then urged the parents to attend teacher-parent sessions. Two coordinators provided the link between the agents and the Associate Director of Compensatory Education.

The school-community agent was responsible for relating the available personnel and material resources to the school needs. He recruited volunteers to accompany children on field trips and assisted with the educational camp conducted in the spring and fall sessions for sixth-grade students. He also attempted to fulfill the material needs of the compensatory programs in his assigned schools. For instance, he might distribute old or used clothing collected in the community for the preschoolers to use in play and dressup. Or he might work with block clubs to get usable toys, books, and magazines for the children in other programs. If a child was to go on a field or camping trip with his class and did not have the proper clothing or equipment, the agent canvassed the community and the community agencies for the necessary items.

The agent was also available to help with the problems related to the home environment by informing parents about community agencies representing various supportive services and perhaps making the actual referral to the appropriate agency.

Because he was in constant contact with various community organizations, the agent could identify potential enrichment opportunities in the community which could be utilized by the school.

However, the agent's major function was providing a liaison between the school and community agencies and the community itself. He provided support for the compensatory program effort in the schools by discussing it with citizens' groups, parent-teacher associations, and other community organizations. The agent, in his liaison capacity, assured that the program at any school would be responsive to the special needs of that community. Often the agent found himself working with a number of community organizations. In this respect he was frequently seen as a representative of the Board of Education and asked to clarify Board decisions with which the organizations were concerned. Thus the agent was often seen as a liaison not only between the community and the local school but also between the community and the Board of Education. A more complete description of the program can be found in Appendix B.

Quality of Program Design

In December of 1967, the Office of Research held two meetings of all Community Utilization personnel to reformulate the objectives and redefine the staff duties for the program in order that they might better represent the current program emphasis on school-community relations.

Using the revised job description (see Appendix A) as a basic tool, the program staff derived a set of goals which would result from succesful performance of specified staff functions. Next, they compiled a detailed list of staff activities comprising the process steps prerequisite to achieving those goals. Another task undertaken by the program staff was the identification of community needs or problems that could be the responsibility of the Community Utilization personnel, and an attempt was made to determine whether the Community Utilization Program was the sole program available to help meet these specified needs. The staff concluded that the need for school-community liaison is not peculiar to compensatory school areas.

Using the list of needs as a referrent, the staff proceeded to rank order the terminal objectives (outcomes directly attributable to this program) according to their perceived importance. The terminal objectives were as follows:

A. The school program is enriched by the availability and utilization of community resources.

B. Parents support and interpret the school to children.

C. The community shows greater effectiveness in making constructive changes in the school.

D. Children eligible for the Preprimary Program are enrolled in that program.

E. The school sets and meets realistic goals, thereby satisfying the needs of the children.

F. Educational camping is well organized in designated schools.

The program staff then assigned a rank of one to six to each item--one, the highest and six, the lowest. The distribution of ratings was as follows, with the number of raters appearing as cell entries:

	Rank					
Items	1	2	3	4	5	6
C	4	5	2	1		
E	5	2	2	2	1	
B	1	3	5	3		
A	2	2	1	5	2	
D			1		8	3
F			1	1	1	9

In the above diagram the modal values have been underlined. The mode, that value in a distribution of ratings which represents the greatest number of raters, gives some indication of the central tendency. An indication of the variance is provided by the semi-interquartile range (the distance from the 25%-ile to 75%-ile). For the six items, it would be as follows:

Items	SIQR
C	1+
E	2-3
B	1+
A	2
D	1-
F	1-

In the second diagram the smaller the number, the less the variance. Maximal interrater agreement would be indicated if each item had a SIQR of less than 1. Notice that both items E and A had large variances. In the case of E, the group decided that the item (a) was stated ambiguously, and (b) was stated as an ultimate, not as a terminal goal. This has been reflected in the current definition (see Appendix B). Item A was probably ambiguously phrased also. A high variance is generally indicative of vagueness (lack of reliability).

The unanimity of items D and F is interesting as is the radical cleavage between the first four items (C, E, B, and A) and the last two items (D and F). Most of the program staff gave a low rating to items D and F, relating to the in-school functions of the school-community agent. However, the first four items, those relating to the liaison functions of the agent, show no such unanimity though the tendency is clearly toward a higher rating; that is, the program staff apparently felt that objectives C, E, B and A were more important than objectives D and F.

The cleavage between the first four and last two items on the diagram apparently reinforces the frequent complaint of the school-community agents that the two areas of work represented in the program design are incompatible. The reduction in funds for the 1967-1968 school year further complicated this apparent incompatibility by reducing the operating staff from 23 to 12 agents, necessitating the extension of the school-community agent's services from two to three schools per person, with one agent covering four schools. This economy move tended to increase the amount of in-school work for which the agent was responsible and left less time available for his liaison functions. The consensus at the definition meeting indicated that the program already suffered from an unrealistic allocation of time, and the extension of the agent's services to still another school further complicated the time constraints and served to emphasize the polarization of the agent's two roles. Thus, not only did the structure of the program exhibit an internal conflict among the goal-oriented activities, but the program design also appeared to be internally inconsistent in the provision of sufficient time to meet objectives.

Another inconsistency exhibited in the program design was the lack of administrative support for direct communication between program staff and the decision-making body in the school system. Frequently agents found themselves in the position of being less well informed about decisions of the school administration than the personnel of the community agencies with whom they worked. Apparently such administrative decisions were made without utilizing the agents' knowledge of school and community problems.

Both the time problem and the communication problem were also mentioned by the several community agency personnel interviewed in relation to this program. However, most of those interviewed felt that an alteration in the structure of the program would enhance its effectiveness. This desired alteration took place during the spring of 1968 when the Community Utilization Program was relocated from the Department of Compensatory Education to the Office of School-Community Affairs.

Discussion and Conclusions

The orientation of the Community Utilization Program is toward the provision of a liaison between the community and the school system. The school-community agent attempts to provide a medium for effective communication between the community and the school as an isolated institution within the community. As such, he is capable of bringing about constructive change.

In the past as agents interacted with community personnel they frequently encountered issues affecting other schools to which they were not assigned. The relocation of this program from the Department of Compensatory Education to the Office of School-Community Affairs should result in a solution to this problem. In the future agents will be assigned to a school district rather than to a neighborhood.

A realistic budgeting of time in accordance with priority objectives would aid in the allocation of scarce staff resources. One such procedure was described at the definition meeting held with program staff. The procedure involves identification of the time-bounded program components, time constraints, and time variants. The identification of these time-bounded events is the prerequisite step for the achievement of a realistic time budget. The remaining duties could then be fit into the available time.

Another way to determine critical staff duties is to chart the relationship between specific tasks and enabling and terminal objectives. An example of such a chart (dealing only with the priority liaison objectives) is included in Appendix C.

The relocation and restructuring of this program which took place in the spring of 1968 should provide more latitude and flexibility for solving intra-system communication problems and promises developmental work towards a redesign. The relocation thus carries with it a prognosis for more fruitful results.

APPENDICES

APPENDIX A

SCHOOL-COMMUNITY AGENT

Job Description

The challenges and necessities for educational growth and change must be equally met by homes, schools, and communities. No longer valid is the concept that each of these elements operates as an autonomous unit. The response to the new and everchanging needs exacts a requirement of interdependence. The home, the school, and the community must work together and adjust to each other in order to maximize achievement of their mutual goal--to provide the best possible educational environment for the whole child.

The school-community agent is designed to enable the school, the home, and the community to function effectively rather than substituting in their behalf. School-community agents are basically responsible to the school-community coordinators whose office serves as the nominal base of operations for the agent.

Qualifications

The school-community agent must have at least the following qualifications:

College graduate from an accredited institution
Preparation in education, sociology, or psychology
Demonstrated experience and success in intergroup relations and group dynamics
Time and availability to work flexible and unstructured hours
Car and driver's license

Areas of Responsibility

Community Relations:

Gather and properly channel community consensus and feelings on educational issues
Act as a source of information and referrals about school policies, programs, and procedures
Attend and stimulate participation in community and neighborhood meetings, whether professional or non-professional
Sponsor activities and develop programs that will bring about an interaction between the school and the community
Support community efforts to establish goals and find means of achievement

Promote utilization of community resources in support of education

School Relations:

Orient principals and faculties about respective neighborhoods and neighborhood problems

Undergird schools' efforts to exert a wide, active, and continuing interest in the problems and affairs of the community, render assistance to principals and preprimary staff in the recruitment and selection of preprimary youngsters

Develop and assist in development of enriching experience for children

a. Coordination of educational camping
b. Consultant services for use of community resources

APPENDIX B

Community Utilization Program Definition*

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The Community Utilization Program attempts to provide more effective communication between the educational system, parents, and neighborhood organizations. The school-community agent functions as a liaison between the schools and their larger neighborhood milieu.

II. Scope

A. Number of Pupils and Schools Involved

The Community Utilization Program operates in 37 of the elementary schools classified as compensatory education schools.

B. Grades or Ages of Participants

All children in these schools participate in some aspects of the program. In addition, children three and four years old whose families meet the economic eligibility criteria can be enrolled in the Preprimary Program.

C. General Description of Staff

1. School-community Coordinators (2)
2. School-community Agents (12)
3. Assistant Director of Compensatory Education

---

*This program was formerly called the Community Agents Program.

OUTCOMES

I. Major Objectives--changes expected to occur as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--outcomes that are directly attributable to the program

      1. The community shows greater effectiveness in making constructive changes in the school.

      2. Parents support and interpret the school to children.

      3. The school program is enriched by the availability and utilization of community resources.

      4. Children eligible for the Preprimary Program are enrolled in that program.

      5. Educational camping is well organized in designated schools.

   B. Ultimate Objectives--the long-range outcomes for which the program has only partial responsibility

      The school sets and meets realistic goals, thereby satisfying the needs of children.

II. Enabling Objectives--outcomes that are instrumental in achieving terminal objectives

   A. The community makes constructive criticism of the school.

   B. The relationship between the school and the community is improved.

   C. Principals and faculty show increased understanding and knowledge of students, parents, and the community.

   D. Parents and the community show increased understanding and knowledge of the school.

   E. Parents evidence improved status and morale by their participation in school-related activities.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

A. Teachers and administrators are relieved of arranging field trips and planning for the utilization of community resources.

B. Community inter-group relations are improved.

IV. Criteria for Successful Completion of or Removal from the Program

Criteria of this type are not relevant to the Community Utilization Program.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

The Community Utilization Program is operative in 37 of those elementary schools (of both the K-6 or K-8 type) meeting OEO funding criteria. All children in all grades in these schools are eligible to participate in program-related activities. In addition, children three and four years old whose families meet the economic eligibility criteria can be enrolled in the Preprimary Program.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

Many of the children come from culturally deprived backgrounds. Their home environments lack those material assets, such as books and magazines, which might stimulate their educational interest. They often lack motivation and have poor self-images.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
School-community Agent	1. Degree in education, psychology, social work, or sociology 2. Successful experience in inter-group relations and group dynamics	1. Willingness to work unstructured hours 2. Ability to cooperate with different types of people 3. A car and driver's license 4. Imagination 5. Creativity 6. Tact 7. Enthusiasm 8. Articulateness 9. Sensitivity
School-community Coordinator	1. Same as for school-community agent 2. Successful experience as a school-community agent	Same as for school-community agent
Assistant Director of Compensatory Education	1. A proficiency of training and teaching in the humanities and continued interest in this field 2. Proven administrative and classroom ability	Not stated at this level

III. Support

A. Administrative Support--administrative personnel who cooperate by carrying out the program

The principals of participating schools support the program by providing some of the media and facilities needed by the school-community agents, by interpreting particular school programs, and by providing the necessary administrative guidance and clearance for program implementation.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

1. Various members of the school community, particularly the preprimary teachers and the tutors, act as resource persons in helping plan and develop program activities and evaluate student progress.

2. Members of the Community Action Program, the PTA, and other such organizations provide the school-community agents with necessary information on the social and educational milieu within which the schools operate. These organizations also support the program by providing speakers, volunteers, and other resources to help implement program objectives.

C. Media--the materials, supplies, and equipment required for program activities

The types of media used by school-community agents depend on the types of programs being implemented in any given school. The following types of media may be used:

1. Audio-visual supplies and equipment

2. Files and student records

3. Resource literature for teachers and the library

4. Tutorial material for teachers

5. Supplies and equipment for special events such as camping and field trips

D. Facilities

In order for the Community Utilization Program to operate effectively, agents must be provided with working space in the participating schools. This working space should be in an office area and include a desk, telephone, and chairs.

IV. Time Constraints

Constraints of this type are not relevant to the program.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Activities of the Community Utilization Program are dependent on the types of students being served with respect to their grade levels and educational backgrounds and are adapted to the overall program in a given school. Student activities may include the following:

A. Participation in tutoring sessions

B. Participation in the Preprimary Program

C. Participation in special trips and events

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
School-community Agent	1. Maintenance of liaison between school and community (31 percent of time)	a. Attends and stimulates citizens' participation in community meetings on educational problems (including areas such as health, welfare, and housing) b. Attends public meetings as both participant and observer and reports to appropriate school personnel c. Gathers and channels community consensus on educational issues d. Prepares for, follows up, and reports results of agency staff meetings and conferences to school

Staff Members	Functions	Duties
School-community Agent (contd.)	1. Maintenance of liaison between school and community (contd.)	e. Reports school and Board of Education activities and/or plans to community councils and education committees f. Provides information and mediation services in conflict situations involving the school and community g. Provides parents with information about educational programs, policies, issues, and related problems of health, education, housing, and employment h. Participates in school programs, committees, and organizations to acquire current information for possible community use i. Establishes (if necessary) or strengthens existing PTA's through personal contact, by mailing information concerning meetings, by acting as a resource person in problem situations, and by developing additional resources j. Develops school programs in which parents can participate, such as tutoring, organized trips, and educational camping k. Facilitates formation and use of parent advisory groups in the school l. Encourages parents' visits to the school m. Organizes group meetings of parents in the school to discuss student problems, strengths, and talents

Staff Members	Functions	Duties
School-community Agent (contd.)	1. Maintenance of liaison between school and community (contd.)	n. Organizes adult workshops with social service agencies and church groups o. Visits homes to clarify school policy and explain problems p. Visits families new to the community to establish communication between the school and families q. Involves fathers in school programs
	2. Utilization of community resources (28 percent of time)	a. Discovers potential resource people and materials b. Provides teachers with information about enrichment materials upon request c. Arranges for resource people to visit schools d. Arranges field trips, including transportation e. Raises funds to provide trips f. Evaluates resources used
	3. Recruitment of children for the Preprimary Program (34 percent of time)	a. Follows up preliminary notices sent by school b. Visits homes to recruit children c. Advertises the Preprimary Program in local newspapers d. Follows through on information supplied by Community Action Office concerning recruiting of pupils e. Follows up non-attendance and dropouts f. Responds to parental requests related to health and clothing for preprimary children

Staff Members	Functions	Duties
School-community Agent (contd.)	4. Provision of support for Educational Camping Program (7 percent of time)	a. Promotes the program to parents and children b. Plans an effective program with assistance c. Secures necessary items for campers d. Assists at the camping session e. Evaluates the effectiveness of camping
School-community Coordinator	Supervision of school-community agents	a. Visits and confers with agents b. Provides guidance for agents' work activities c. Evaluates agents' performance d. Confers with principals and Associate Director of Compensatory Education on administrative decisions and problems related to the program e. Helps implement administrative decisions on programming
Assistant Director of Compensatory Education	Administration of Community Utilization Program	a. Provides in-service training for staff b. Advises and instructs coordinators when appropriate c. Analyzes community for purpose of program planning d. Establishes and maintains appropriate organizational processes for continued improvement of educational opportunity e. Acts on information channeled from field staff by making appropriate referrals

B. Intra-staff Communication and Coordination

The members of the staff keep each other informed about methods and problems through a variety of approaches:

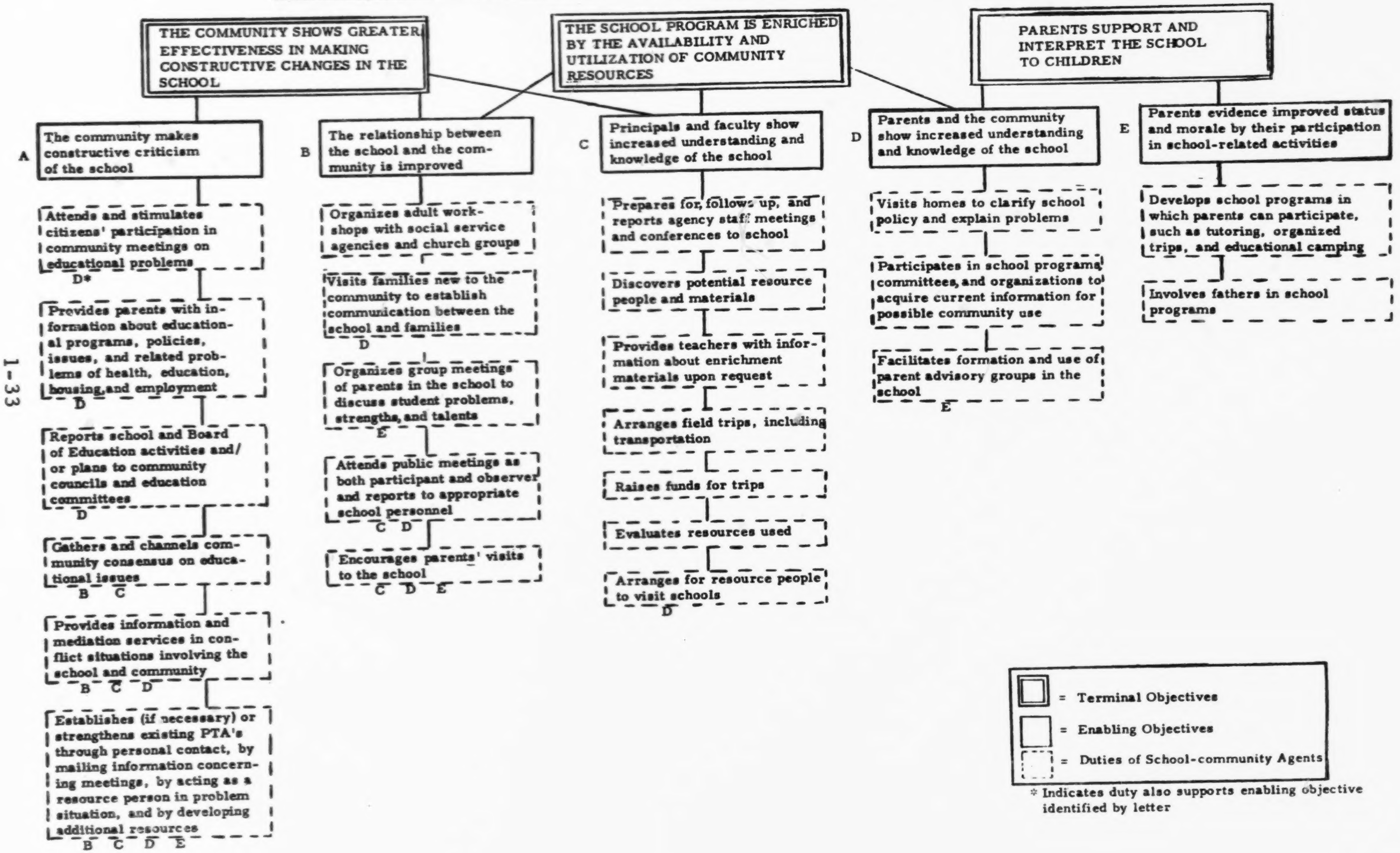
1. There are monthly area meetings between coordinators and agents. Monthly program meetings include the Assistant Director of Compensatory Education, as well as coordinator and agents.
2. Coordinators and agents contact each other informally once or twice a week. The coordinators also visit the agents in their schools at least once a month.
3. Monthly anecdotal and statistical reports are prepared by each agent and submitted to the coordinators and the Assistant Director of Compensatory Education. (These reports are also submitted to principals.)
4. Periodic in-service training sessions are held to discuss new methods and procedures.

C. Communication between Program Staff and Others

Because of the nature of the Community Utilization Program, program staff have frequent and extensive contacts with the administrative and teaching staff in the schools, school-age children, their parents, and groups in the community. The kinds of communication that take place in the program are listed more specifically under Staff Functions and Duties.

APPENDIX C

RELATIONSHIPS BETWEEN TERMINAL AND ENABLING OBJECTIVES AND DUTIES OF SCHOOL-COMMUNITY AGENTS


THE COMMUNITY SHOWS GREATER EFFECTIVENESS IN MAKING CONSTRUCTIVE CHANGES IN THE SCHOOL
THE SCHOOL PROGRAM IS ENRICHED BY THE AVAILABILITY AND UTILIZATION OF COMMUNITY RESOURCES
PARENTS SUPPORT AND INTERPRET THE SCHOOL TO CHILDREN
A
The community makes constructive criticism of the school
B
The relationship between the school and the community is improved
C
Principals and faculty show increased understanding and knowledge of the school
D
Parents and the community show increased understanding and knowledge of the school
E
Parents evidence improved status and morale by their participation in school-related activities
Attends and stimulates citizens' participation in community meetings on educational problems
D*
Provides parents with information about educational programs, policies, issues, and related problems of health, education, housing, and employment
D
Reports school and Board of Education activities and/or plans to community councils and education committees
D
Gathers and channels community consensus on educational issues
B C
Provides information and mediation services in conflict situations involving the school and community
B C D
Establishes (if necessary) or strengthens existing PTA's through personal contact, by mailing information concerning meetings, by acting as a resource person in problem situation, and by developing additional resources
B C D E
Organizes adult workshops with social service agencies and church groups
Visits families new to the community to establish communication between the school and families
D
Organizes group meetings of parents in the school to discuss student problems, strengths, and talents
E
Attends public meetings as both participant and observer and reports to appropriate school personnel
C D
Encourages parents' visits to the school
C D E
Prepares for, follows up, and reports agency staff meetings and conferences to school
Discovers potential resource people and materials
Provides teachers with information about enrichment materials upon request
Arranges field trips, including transportation
Raises funds for trips
Evaluates resources used
Arranges for resource people to visit schools
D
Visits homes to clarify school policy and explain problems
Participates in school programs, committees, and organizations to acquire current information for possible community use
Facilitates formation and use of parent advisory groups in the school
E
Develops school programs in which parents can participate, such as tutoring, organized trips, and educational camping
Involves fathers in school programs
= Terminal Objectives
= Enabling Objectives
= Duties of School-community Agents
* Indicates duty also supports enabling objective identified by letter

2. DEVELOPMENTAL READING PROGRAM

2. DEVELOPMENTAL READING PROGRAM

Summary

The Developmental Reading Program has been operating in the Pittsburgh Public Schools since February 1966. The program was introduced to maximize the reading instruction of poverty-area students in their junior high school years.

In the 1967 evaluation of the program, it was found that some developmental reading teachers did not have adequate classroom space in which to teach. This problem was uncovered again in the 1968 evaluation, suggesting that no adjustment in the program had occurred during the year.

Another major problem of the program is the high turnover rate of teachers. Between one-third and one-half of the teachers in the program have left each year to date. This problem is especially important in the Developmental Reading Program since it attempts to not only improve student attitude toward reading, but also, of necessity, to train teachers for the program. The need for teacher training arises because so few teachers graduating from college are trained to teach reading at the secondary level.

Introduction

History of the Program

Children from poverty areas enter school with a background far different from that of middle-class children. One of their major problems throughout their school years is that they receive little intellectual stimulation at home and in their community. Because of their background, most of these children are extremely deficient in reading ability and have very little desire to read. Until the introduction of the Developmental Reading Program the only secondary reading instruction was that offered by the English staff. This was usually a two-period-a-week program. Few of the teachers were adequately trained in reading instruction, and few were able to teach at a level below their regularly assigned grade. Consequently the Developmental Reading Program was instituted in the junior high schools in order to maximize reading instruction in poverty area schools.

The Developmental Reading Program was introduced in February 1966 in seventh- and eighth-grades in nine poverty-area schools. Thirty-two teachers received an intensive 108 hour training program in developmental reading and were subsequently assigned to the nine schools for the remainder of the school year. The evaluation of the program was conducted between February and June of 1966. It showed that students gained in rate, sentence meaning, alphabetization, and information location on the Iowa Silent Reading Tests. Students also gained on all three Gates Reading Survey tests --measuring speed, vocabulary, and comprehension. However, since no control group was used for comparative purposes, it could not be ascertained if the gains were greater than would be expected of students enrolled in regular classes.

In August 1966 a four-week training program was held for the new teachers, selected both to increase the staff and to replace those teachers who had left the program. In September 1966, 60 teachers were assigned to 12 schools (two junior high and one elementary school had been added to the program.)

A definition of the Developmental Reading Program was issued as a result of a meeting of program staff and Office of Research personnel in April 1967. The evaluation of the program during the 1966-1967 school year concentrated upon judging this newly acquired definition with respect to its compatibility, comprehensiveness, and face validity. The major judgments of the panel convened to judge the comprehensiveness and face validity of the definition concerned the program's objectives. It was decided that the objectives must be restated in behavioral terms and that they should be clearly related to the process dimension of the definition. Revisions were made in the definition which was then mailed to all program staff.

In an attempt to assess the compatibility of the program with the school environment,an interview questionnaire was administered to developmental reading teachers and principals in program schools. The only serious problem of compatibility appeared to be a lack of permanent space in the schools for the reading teacher. Seven of the 12 schools contained teachers with "floating" assignments. Lack of a permanent room meant that many of these teachers had difficulty utilizing the rich supply of media available to them.

Analysis of achievement test scores was also included in the 1967 evaluation. Gains on the Iowa Silent Reading Tests and the Gates Reading Survey of a sample of students in the Developmental Reading Program were compared with gains on reading achievement tests of a control group of students from two schools similar to the program schools. The only significant difference was on the use of the index subtest of the Iowa Silent Reading Tests. Students from the Developmental Reading Program gained more on this subtest than did students from the control group.

Description of the Program

The Developmental Reading Program was introduced into the Pittsburgh Public Schools to give seventh- and eighth-grade students from poverty-area schools maximum exposure to reading instruction at the junior high school level. The objectives of the program are to instill in students a desire to read, to increase comprehension and other reading skills, and to improve students' critical reading ability.

Students in the program are tested using standard reading tests to establish their reading level and to identify particular reading problems. They are also interviewed by their reading teacher as a check on the accuracy of the reading tests.

During a typical lesson students may work independently or in small groups with programmed reading materials and with programmed materials in social studies, science, and library skills. They may participate in word games or work in small groups with the teacher on structural analysis, phonics, and dictionary skills. They may listen to, and afterwards discuss stories. Occasionally students may work in small groups on other school subjects. At all times they are exposed to a variety of reading materials which they may use in their free-reading time.

Since few teachers graduating from college are qualified to teach reading at the junior high school level, the program has, of necessity, had to concentrate on teacher-training. New teachers participate in a summer workshop before beginning their teaching assignments. In August 1967 a workshop was held for two weeks to prepare teachers for the 1967-1968 school year.

During the school year all teachers of developmental reading participated in the in-service workshops. In the 1967-1968 school year 10 of these workshops were held on Saturday morning at approximately monthly intervals. During the in-service sessions the program director and the two assistant directors communicated new information to teachers, clarified program objectives, discussed teachers' problems, and explored ways of using available materials creatively. In these sessions teachers were encouraged to develop their own styles of teaching developmental reading.

An objective of the training program has been to foster an awareness of reading problems and the importance of reading instruction at the secondary level. The attainment of this objective has been attempted by providing developmental reading teachers to junior high schools in which the program is operating.

During the 1967-1968 school year, 61 teachers were assigned to 12 schools in the Pittsburgh area: Columbus, Conroy, Fifth Avenue, Gladstone, Herron Hill, Knoxville, Langley, McNaugher, Latimer, Perry, South, and Westinghouse.

Quality of Program Design

On March 16, 1968, a panel meeting was held to assess the program definition and the report of the consultant to the program. The meeting was attended by program staff, Office of Research personnel, and the consultant. Very few changes were made in the definition at this time, but questions were raised by Office of Research personnel pertaining to the specifying of criterion measures for program objectives by program staff.

At the meeting, the program director stated that the basic objective of the program was to improve student attitudes toward reading. However, he was reluctant to state specifically when students were expected to achieve this objective, or how it would be demonstrated. No resolution on this point was reached and it remains to be explored in future evaluation activity.

The consultant felt that the objective of improving students' critical reading ability was not sufficiently defined and that student activities and teacher duties were not adequately related to the objective. Also, no enabling objectives except "making inferences" were spelled out by program staff, suggesting another area for future work.

The consultant asked if program objectives differed across schools since students in the program spend differing time periods in developmental reading classes. The program director answered that this was only a time variable and had no effect on the curriculum. The program, he said, dealt with students individually--from their introduction to the program to their leaving. This again raised the question of a criterion measure which could be used to assess the success of the program. The feeling was that this aspect of the program should be explored in the future.

The criteria for successful completion of the teachers' in-service training program were also discussed, but it was not until a later meeting that the evaluator arrived at a description of these criteria which was acceptable to program staff.

During the year the evaluator realized that the attempt to train new teachers in developmental reading techniques was in effect a program in itself and that the Developmental Reading Program consisted of two programs which run concurrently--one for students, the other for teachers. The evaluator discussed this concept of the program with administrative staff and presented a revised version of the program definition. (For a copy of this definition see Appendix A.)

Compatibility of Program with the School Environment

The Interview Schedule

Two questionnaires were constructed in order to assess the compatibility of the program with the school environment. Specifically, both principals and teachers were asked to rate the classroom space available for the teaching of developmental reading in their schools and the facilities for the storage of materials on a four-point scale as follows:

1. Very adequate
2. Adequate
3. Inadequate
4. Very inadequate

It was hoped that the questionnaire would further elicit information concerning the nature of the facilities available and the manner in which individual schools scheduled the program into the overall school program.

In each of the 11 schools either the principal or the guidance counselor (if the principal was not available or was unable to answer the questions) was asked to respond to the "Questionnaire for Principals." A sample of approximately 50 percent of the reading teachers was selected to be interviewed using the "Questionnaire for Teachers." The program's evaluator conducted the interviews by telephone, and there was a high degree of cooperation from both teachers and principals. (Copies of the interview schedule are contained in Appendix B.)

Findings of the Interview Schedule

Classroom space was generally rated higher by principals than by teachers, and facilities for storage were usually rated higher by all staff members than classroom space. Only 10 of the 29 teachers interviewed had a permanent, unshared room in which to teach. There were "floating" teachers in six of the 11 schools. Eleven teachers had shared facilities with no permanent division in the room. Two problems of scheduling were revealed. All seventh and eighth graders, with the exception of Scholars in some schools, were supposed to have developmental reading lessons. However, it was discovered that in some schools special education students did not participate in lessons, and in one school the study of a foreign language prevented students from joining the developmental reading class. There was, in fact, a marked degree of variability in student participation from school to school. A more detailed account of the findings follows.

Table 1 shows principals' and teachers' ratings of classroom space and facilities for storage in their schools.

TABLE 1

Ratings of Principals and Teachers on Classroom Space and Storage Facilities in their Schools

School	Principals' Ratings		Teachers' Ratings	
	Classroom Space	Storage Facilities	Classroom Space	Storage Facilities
A	2	1	2, 3, 4	1, 2, 2
B	2	2	2, 1, 2	3, 2, 2
C	1	2	2, 3, 3	2, 2
D	2	2	2, 1, 2	2, 1, 2
E	3	3	4, 3	2, 2
F	2	1	2, 2, 1	1, 2, 1
G	2	2	1, 2, 2, 1	2, 1, 1, 1
H	1	2	1, 1	2, 1
I	2	Don't know	1	1
J	1	1	1	1
K	1	Don't know	3-4, 1, 1, 2, 1	1, 2, 1, 1, 3

Classroom space was generally rated higher by principals than by their teachers. Only one principal (school E) gave a rating of "3" (Inadequate). Teachers' ratings varied within schools, but usually they were fairly consistent. Only one school (K) showed a somewhat skewed range. Four of the teachers in school K rated classroom space as "1" or "2" (Very adequate or Adequate) and one teacher rated it in between "3" and "4" (Inadequate and Very inadequate). In only one school (E) was classroom space rated inadequate by both principal and teachers.

Facilities for storage were rated generally higher than classroom space, with the rating of "2" (Adequate) being given most often by teachers. In one school (E) the principal rated facilities for storage as "3" while the teachers gave it a "2" rating. This was the only case in which a principal's rating was lower than that of his teachers.

Of the 29 teachers interviewed, six still had "floating" assignments. The "floating" assignment is particularly onerous for reading teachers who must move large amounts of media from room to room on library carts. There had been some attempt to make the "floating" assignments less trying by scheduling classes on the same floor as the media. However, two teachers with "floating" assignments still had to share with another reading teacher. Often two and sometimes three reading teachers shared the same space, teaching different groups at the same time with no permanent or even semi-permanent division in the room. As one teacher remarked: "We use the corners of the room." Some comments on the space problem were: "There is enough space, but not enough privacy"; and "It would be better to have smaller rooms and only one teacher in each." Many of the teachers suggested that some kind of partitioning be used to divide the large rooms since often their activities were restricted by the lack of privacy.

The program provides reading teachers with a large amount of materials. Despite this, when asked about the adequacy of the materials, 13 of the reading teachers specifically mentioned a lack of sufficient materials for students with low reading ability; and four others mentioned a lack of materials for special students. According to the program director, the lack of specific materials for slow readers reflects the limited availability from publishers. He suggested that as the need for more sophisticated materials at second-, third-, and fourth-grade levels becomes known to publishers, they will supply them.

The definition of the program states that all seventh- and eighth-grade students, with the exception of students in the Scholar's Program in some schools, take developmental reading. However upon questioning principals it was found that in one school anyone taking a foreign language could not fit developmental reading into his schedule. It was also discovered that special education students were often not included in the program, or that when they were included this sometimes led to problems of scheduling other school programs. Teachers felt inadequate at handling these special education students in large and mixed classes and indicated that specific materials were not available for these students.

It was shown that schools generally scheduled developmental reading for five periods a week. Often, however, top students or Scholars were scheduled for only two or three classes a week while the lower level students often had seven periods a week. Six of the 11 schools studied taught reading for a full year in seventh and a full year in eighth grade; five taught it for only one semester each year.

In order to fit developmental reading into the schedule, those schools which offered the program for a full year cut down the time spent in art or music or dropped an activities period or homeroom time. In those schools in which developmental reading was offered for only one semester in seventh and one semester in eighth grade, developmental reading classes alternated with science.

Teachers were asked if they thought enough time was devoted to reading in their schools. Of the 29 teachers interviewed, 14 answered that not enough time was devoted to reading. At some of these schools, the subject was only taught for one semester a year, but, at others, it was taught for a full year. Except for one school where all three teachers interviewed felt that one semester a year was not enough, there was no agreement on this issue among teachers at the same school. Many teachers qualified their answers by saying that there was enough time for the slow readers and special education students. Some teachers felt that reading classes should begin before seventh grade and should be extended into the ninth and even into the twelfth grade, on an optional basis.

Staff Turnover

A very serious compatibility question occurs concerning staff. Since there is a pressing shortage of trained reading teachers, it was necessary to institute a training program to produce qualified staff. When the program was introduced in February 1966, training costs per teacher were approximately $1,070. In the 1966-1967 school year, training costs for beginning teachers were $650 per teacher, and in the 1967-1968 school year, $325 per teacher. However, the turnover of teachers has been averaging one-third to one-half of the staff per year. The outlays for training teachers who subsequently left the program are a capital loss of approximately $39,000 to date. About $26,000 of this total loss is a result of training teachers who joined the program in February 1966 and have since left. In addition, since the monthly training sessions, instituted at the program's inception, were held on Saturday mornings, the overtime pay of $16.50 per teacher per session, amounting to an additional $9,000 has also been invested in teachers who have since left the program.

There seem to be many reasons contributing to this problem of staff turnover. The reasons are compounded by the unique situation of a program having to train its own teachers and could also be partially attributed to the normal turnover rate of a big city school system. No data could be obtained to learn how the rate of turnover in the Developmental Reading Program compared with that existing in the Pittsburgh Public Schools as a whole. The evaluator of the program raised this question with a member of the Personnel Office in an interview on March 21, 1968. He replied that he thought the turnover rate for the Developmental Reading Program was higher than that of the Pittsburgh Public Schools in general. He pointed out that many of the people who left the program went on to capitalize on the training they had received from the program and to become "experts" in reading in other school systems.

The fact that this happens is not surprising in light of the type of training teachers receive in the program. Teachers are encouraged to develop their own styles of teaching developmental reading; and since their training is a continuing process, teachers could very well become expert enough to control their own programs in other situations. Also, in the 1967-1968 school year approximately 64 percent of the 61 developmental reading teachers were either enrolled in graduate school courses in the language arts or had already completed work towards a graduate degree in this area. Thus teachers may leave the program to become "experts" in the area of reading in another school system, or to accept positions at a higher level than that of a developmental reading teacher.

The high turnover rate could also be contributed to by those teachers who are unable to function as reading teachers without greater direction and control from program directors. The program director has stated that the type of training being given to teachers in the program is a gamble, but one which he is willing to take. The training program is aimed at developing "professional" teachers of reading, and, if a teacher is unable to function with a loosely defined curriculum and a lot of autonomy, he may become dissatisfied and choose to leave the program. Or, he may be asked to leave. Since about 50 percent of the teachers in the 1967-1968 Developmental Reading Program were in their first year of teaching, and since many of the experienced teachers in the program had taught in fields other than reading before becoming developmental reading teachers, the type of approach being used in the training program is indeed a gamble.

Program Operation

Media Questionnaire

The program definition indicates that the students will "be exposed to a variety of reading materials," and that "all activities are designed to meet individual needs." As a first step in studying these aspects of program process, a questionnaire on media was developed. (A copy of this questionnaire is included in Appendix C.)

On April 6, 1968, at a regular in-service meeting, the questionnaire was administered to 44 of the 61 developmental reading teachers. The purpose of the questionnaire was to provide a summary description of the use of media by teachers.

Findings

The results of the questionnaire seem to indicate that each teacher is making his own decision as to which materials (of those provided) to use, and about the amount of time to be spent using them. The findings detail which media are used by teachers, how much time is spent in their use, and how many of the available materials teacher have received. The findings also show that teachers' use of media is often decided by the reading ability of the students they teach. A detailed account of these findings follows.

All but one of the 44 teachers who responded to the questionnaire generally used workbooks in teaching; all but four of the 44 teachers were using word games; and all teachers were using programmed materials and supplementary materials, such as paperback books.

Although teachers generally used different combinations of materials in their lessons, some statements can be made about the use of individual workbooks, programmed materials, and games.

Of the workbooks employed in the program, Reading for Meaning was used most often, by 95 percent of the teachers. Eighty-one percent of the teachers used the New Practice Readers. Gates-Reardon Reading Exercises and McCall-Crabbs Standard Test Lessons were both used by 79 percent of the teachers. The workbooks employed by the least number of teachers were S. R. A. Better Reading Books and New Modern Skill Text which were both used by 40 percent of the teachers, and Achieving Reading Skills, which was used by 38 percent of the teachers.

Of the programmed materials employed, the ones most often used were R. F. U. Labs and S. R. A. Labs, which were both used by 90 percent of the teachers. The programmed material used by the least number of teachers was the MacMillan Reading Spectrum, which was employed by 45 percent of the teachers.

No statement can be made concerning the extent of use of individual supplementary reading materials as it was learned that these materials were being employed for free reading by students, and, therefore, the teachers could not measure their use.

All word games available to teachers were employed by at least 10 percent. The game most often used was Dolch Basic Vocabulary, which was used by 53 percent of the teachers. Consonant Cards, Dolch Consonant Lotto, and Dolch Phrase Cards were used by over 40 percent of the teachers. The least-used games, those that were employed by less than 20 percent of the teachers, were Dolch Group Sounding Games, Dolch What the Letters Say, Milton Bradley Link Letters, and Read and Say Cards.

In order to discover if different materials were being used for discrete groups of students, teachers' questionnaires were grouped into three categories--Group 1, Group 2, and Group 3. These groups can be defined in the following way:

GROUP 1....	Those teachers of students of whom 51 percent or more were at grade level or above in reading
GROUP 2....	Those teachers of students of whom 26-50 percent were at grade level or above in reading
GROUP 3....	Those teachers of students of whom 0-25 percent were at grade level or above in reading

This information was obtained from teachers who were asked to indicate in their questionnaires the number of students they taught who were below, at, or above grade level in reading achievement. Groupings were made in this way since most teachers taught classes in which the majority of students were below or at grade level and thus no real group could have been formed of teachers teaching predominantly above grade-level students.

The time spent with workbooks, programmed materials, supplementary materials, and games was compared across the three groups. The major difference appears to be in the time spent using supplementary materials. A breakdown of the time spent on all materials follows.

GROUP 1...	30	percent of time spent using each of the following: programmed materials, supplementary materials, and workbooks
	9	percent of time spent using games
GROUP 2...	35.5	percent of time spent using programmed materials
	34	percent of time spent with workbooks
	24	percent of time spent with supplementary materials
	7	percent of time spent using games
GROUP 3...	40	percent of time spent with workbooks
	34	percent of time spent using programmed materials
	20	percent of time spent using supplementary materials
	6	percent of time spent with games

Differences can be observed in the use of individual programmed materials. A breakdown of teachers' use of these media follows.

E. D. L. Study Skills Laboratory.. Group 1: Used by all teachers
Group 2: } Used by 73 percent
Group 3: } of teachers

R. F. U. Labs.............. Group 1: } Used by
Group 2: } at least 90 percent
Group 3: } of teachers

S. R. A. Labs...... Group 1: Used by 83 percent of teachers
Group 2: } Used by 93 percent
Group 3: } of teachers

The Macmillan Reading Spectrum and Webster Classroom Reading Clinic were used least by all three groups.

The major difference among the three groups in the use of individual workbooks was that teachers with the highest percentage of students reading at grade level (i. e., Group 1) were able to employ a greater range of workbooks. A breakdown of the use of workbooks across all groups follows.

GROUP 1 .... Ten of the 11 workbooks available were used by at least 67 percent of the teachers

GROUP 2 .... Three of the 11 workbooks were used by 67 percent of the teachers

GROUP 3 .... Five of the 11 workbooks were used by 67 percent of the teachers

The fact that teachers in Groups 2 and 3 used workbooks less than teachers in Group 1 may be accounted for by the concern of teachers of those latter groups who indicated when formerly interviewed on the telephone that not enough material was available for students with low reading achievement. Thus, teachers in the lower groups may have used a few workbooks extensively since they may have felt their students could not cope with the other available workbooks. A breakdown of the use of individual workbooks follows.

GROUP 1 .... Reading for Meaning: Used by all teachers
Achieving Reading Skills: Used least by teachers

GROUP 2 .... Reading for Meaning: } Used by 87 percent
New Practice Readers: } of teachers
Achieving Reading Skills: Used least by teachers

GROUP 3 .... Reading for Meaning: Used by all teachers
Activities for Reading Improvement } Used least
New Modern Skill text } by
S. R. A. Better Reading Books } teachers

The final section of the questionnaire required that teachers indicate which of the available materials they had obtained from program directors. It was found that at least 40 of the 44 teachers had all the available materials. The major materials that teachers did not have were supplementary materials. Nine teachers did not have "Plays for Modern Youth," eight teachers did not have the "Reading Motivated Series," and six teachers did not have "Tales Worth Re-telling."

The data show that teachers have essentially the same range of materials, but that they are using them in different combinations. All the available materials are being used by some teachers (with the possible exception of some supplementary materials). The results of the questionnaire reflect that each teacher makes his/her own decision concerning which of the available materials to use and the amount of time to be spent on each material. It seems that this decision is often determined by the type of student the teacher is responsible for.

The program director and the two assistant directors have indicated that they are encouraging teachers to develop their own styles of teaching developmental reading. This is not specified in the program definition. Either guidelines for the assessment of the teachers' decisions should be indicated or further work should be done to identify materials which seem to be working well for most teachers in the program as well as materials being used which do not seem to be effective. Some guidelines for the use of program materials should be provided, especially since the turnover rate of teachers in the program is so high.

Instrument Development

Concurrent with the construction and administration of questionnaires the evaluator of the Developmental Reading Program was developing an instrument for the eventual measurement of changes in reading habits of students in the program. This instrument, the Reading Activities Inventory, will be employed in forthcoming evaluation work in an effort to ascertain what changes, if any, occur in students' voluntary reading habits as a result of the program.

Discussion and Conclusions

The Developmental Reading Program seems to have much potential. Students from poverty areas do need intensive reading instruction at the junior high school level, and the Developmental Reading Program is attempting to provide it.

The 29 teachers who were interviewed on the telephone about the compatibility of the Developmental Reading Program with the overall school program were asked how effective they felt the program was. The teachers generally responded that they felt the program was effective. Only two of the 29 teachers (both at the same school) felt that the program was inadequate and that teachers were only doing "busy" work.

Most teachers made useful suggestions concerning the improvement of the program. These were mainly centered around the reduction of class size to less than 20 students. Teachers felt that ideal facilities would be one classroom per teacher with enough space to contain all the materials they needed. One school was criticized for scheduling students in such a way that they did not attend the developmental reading class at the same time each day. Two teachers asked for more time for planning and better training. The problem of handling special education students, especially in large classes, was brought up by four teachers (three of whom came from the same school).

To date the program's major problem is staff turnover. Because the program trains teachers in developmental reading, this problem is all the more serious. Time and money are invested in the training of teachers. If teachers leave the program after a short time, the money invested in them is lost and the effectiveness of the program itself is weakened. New teachers can replace those who leave the program, but it is yet to be ascertained if they can teach as effectively as teachers who have been in the program over a period of time. This will require relating criterion measures to differential teacher training and experience.

Regardless of the outcome of that analysis, it should be noted that the cost of training teachers has lessened considerably since the program's inception. The program has created a demand for course work in the area of reading instruction at the secondary level and has to some extent been able to influence universities in the Pittsburgh area to do training required. If the teachers who are trained can be retained for longer periods of time, the Developmental Reading Program can perhaps enjoy an important position in the Pittsburgh Public Schools.

APPENDICES

APPENDIX A

Explanation of New Format of Developmental Reading Program Definition

The current program definition is presented in two facing sections. One represents the Program for Teachers and relates to the teacher training aspects of the program while the other relates to the Program for Students. The two sections are presented side-by-side to emphasize their interrelated quality.

Since secondary certified teachers are not usually trained as reading teachers it is necessary to give newly-hired teachers an intensive study course. Consequently new teachers spend two- to four-weeks at a summer workshop. This initial training is followed by an in-service training course, which is attended by all developmental reading teachers, consisting of one Saturday morning per month for the 10 months of the school year. The program director and the two assistant directors are responsible for the training program, acting as instructors in the Program for Teachers, and as supervisors in the Program for Students.

DEVELOPMENTAL READING PROGRAM DEFINITION

PROGRAM FOR TEACHERS

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program

  A. Terminal Objectives--outcomes that are directly attributable to the program and which demonstrate the success of the program

    1. The reading teacher's role and position are established at the seventh and eighth grades.

    2. The Program for Students is defined by teachers and administrative staff of the program.

  B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

  Universities will train teachers to instruct in reading at the secondary level.

DEVELOPMENTAL READING PROGRAM DEFINITION

PROGRAM FOR STUDENTS

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program

A. Terminal Objectives--outcomes that are directly attributable to the program and which demonstrate the success of the program

The student demonstrates the following behaviors as a result of the Developmental Reading Program:

1. The student's comprehension and other reading skills increase bringing him to a standard which is closer to his ability level.

2. The student demonstrates more frequent independent reading of a greater variety.

3. The student's ability to read critically is improved.

B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

All academic achievement is based on reading ability so that an increase in reading skills should lead to the following:

1. The student's general academic performance will improve.

2. The number of high school dropouts will be reduced.

3. The student will continue to read independently beyond the school years.

PROGRAM FOR TEACHERS

II. Enabling Objectives--the skills, attitudes, and information reading teachers must acquire during the program to ensure the accomplishment of the major objectives

1. The reading teacher is able to define his role.
2. The reading teacher is performing according to role specifications.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

None are anticipated for this program.

IV. Criteria for Successful Completion of or Removal from the Program

The program staff feel teachers never outgrow the need for continual sharpening and up-dating of the skills provided by the training program. Individual needs are met by grouping teachers who have attended the in-service training for similar lengths of time.

PROGRAM FOR STUDENTS

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to ensure the accomplishment of the major objectives

1. The student's sight vocabulary improves.

2. The student's word attack skills improve.

3. The student's ability to make inferences improves.

4. The student demonstrates an interest in independent reading.

5. The student demonstrates an interest in reading as a leisure time activity.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

1. The educational level of the entire community is raised.

2. The community is improved because residents are more qualified for employment.

IV. Criteria for Successful Completion of or Removal from the Program

The student leaves the program on satisfactory completion of the eighth grade.

PROGRAM FOR TEACHERS

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

1. Valid teaching certificate

2. Willingness to work in an urban setting

3. Teachers who have not yet been placed in their subject field and are willing to try this assignment for a few years

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

1. The majority of participating teachers have graduated recently and very few have had more than one semester of teaching experience.

2. Many participants show anxiety about the reading curriculum since they were not trained at universities as reading teachers.

PROGRAM FOR STUDENTS

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

The Developmental Reading Program includes seventh- and eighth-grade students from schools in poverty areas so designated by the Mayor's Committee on Human Resources. In some schools the students in the Scholars' Program are not included in the Developmental Reading Program.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

No specific Entering Behaviors are related to performance in the program since all seventh- and eighth-grade students are eligible. Certain groups may be excluded at the principal's discretion.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director	A Doctorate from a recognized university Graduate study in reading and work in the other communication skills Membership and participation in appropriate professional organizations Broad experiential background in working with learners of all ages--in both classroom and clinical settings	Personal qualifications are not stated at this level.
Assistant Directors (2)	Master's degree from a recognized university Graduate study in psychology and reading Membership and participation in appropriate professional organizations Successful experience in working with learners of a variety of ages and ability levels. Successful experience in working with professional staff	Personal qualifications are not stated at this level.

PROGRAM FOR STUDENTS

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director	A Doctorate from a recognized university Graduate study in reading and work in the other communication skills Membership and participation in appropriate professional organizations Broad experiential background in working with learners of all ages--in both classroom and clinical settings	Personal qualifications are not stated at this level.
Assistant Directors (2)	Master's degree from a recognized university Graduate study in psychology and reading Membership and participation in appropriate professional organizations Successful experience in working with learners of a variety of ages and ability levels. Successful experience in working with professional staff	Personal qualifications are not stated at this level.

PROGRAM FOR TEACHERS

PROGRAM FOR STUDENTS

Staff Member	Professional Qualifications	Personal Qualifications
Reading Specialist	1. Minimum of three years successful teaching and/or clinical experience 2. A Master's degree with major emphasis in reading or the equivalent. (Bachelor's degree plus 30 graduate hours in reading and related areas.)[1]	
Teacher	1. A valid teaching certificate	1. A devotion to reading as an indispensable skill and a worthwhile leisure activity 2. Patience 3. Understanding 4. Empathy with children 5. Willingness and ability to learn and use new methods 6. Willingness to work in an urban setting

---

[1] These are recorded in detail by the International Reading Association Professional Standards and Ethics Committee.

PROGRAM FOR TEACHERS

III. Support

A. Administrative Support-administrative personnel who cooperate in carrying out the program

Division of Personnel recruits teachers for the program.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

Outside speakers and consultants are brought in as needed.

C. Media--the materials, supplies, and equipment required for program activities

Any of the media listed for students' use in the classroom (Program for Students) may be used in this program for demonstration purposes.

D. Facilities

The following facilities are necessary for the effective functioning of the Developmental Reading Program:

1. Space is needed to hold the summer in-service workshop. (These have usually been held in one of the participating schools.)
2. Space is needed for the monthly in-service meetings, capable of accommodating the entire staff of up to 70 people.

PROGRAM FOR STUDENTS

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

The principal of each school arranges classroom space and the scheduling of pupils.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

No Human Resources are specified for this program.

C. Media--the materials, supplies, and equipment required for program activities

1. Tradebooks, reading workbooks, and controlled readers
2. Programmed materials for social studies, science, and the use of the library
3. Library materials for all grade levels
4. Word games, picture cards, and alphabets
5. Reading tests, capacity tests
6. Typewriter, ditto machines, and duplicators
7. Tape recorders, listening posts
8. Materials for making teaching aids, i.e. tapes and flash cards
9. Stopwatches
10. Overhead projectors, and screen

D. Facilities

The following facilities are necessary for the effective functioning of the Developmental Reading Program:

1. A permanent room to teach in and to house the equipment and supplies needed for the program
2. Cabinets, bookcases, and bookcarts

IV. Time Constraints

The program operates a Summer Workshop for teachers new to the program.

During the year 10 monthly Saturday in-service workshops are held.

PROCESS

I. Participant Activities--the day-to-day program activities that will lead to the achievement of objectives

The reading teacher will participate in the following activities:

1. Summer Workshop (or its equivalent if teachers begin in February)
2. Monthly in-service meetings
3. Supervisory sessions with the assistant directors at intervals throughout the year and/or with a Clinical Reading Specialist* in schools where available.
4. Calls to assistant directors for help with problems as they come up
5. Team conferences conducted by the instructional leader in schools where the Instructional Leadership Program exists

---

*Clinical Reading Specialists are funded by the Ford Foundation

PROGRAM FOR STUDENTS

IV. Time Constraints

The length of the program in some schools is one semester in seventh grade and one semester in eighth grade and in other schools one full year in seventh grade and one full year in eighth grade. Students participate for one period each day, five days a week.

PROCESS

I. Participant Activities--the day-to-day program activities that will lead to the achievement of objectives

All activities are designed to meet individual needs and to develop the habit of reading by means of successive learning experiences.

1. The student takes the Durrell Sullivan Reading Capacity, and Gates and Iowa reading tests to establish his reading level and identify reading problems, and the Informal Reading Inventory to further identify his reading problems.
2. The student is interviewed by the reading teacher to determine his interests and to check the results of the reading tests.
3. The student works independently and in small groups with programmed reading materials, keeps his own progress records, and periodically consults the teacher regarding his progress.
4. The student works independently and in small groups with programmed material in social studies, science, and library skills.
5. The student participates in word games.
6. The student works in small groups with the teacher on structural analysis, phonics, and dictionary skills.
7. The student develops an interest in reading through listening to stories and discussing them.
8. The student works in small groups on other school subjects such as outlining, reading maps and graphs, and using the actual social studies textbook.
9. The student is exposed to a variety of reading materials and is encouraged to follow current reading interests and develop new ones both during class and out of school.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Functions	Duties
Director	1. Provision of program design	a. Reviews, evaluates, and selects equipment and materials for use in the program
		b. Consults publishers' representatives about required materials
	2. Administration of a systematic in-service training program	a. Identifies staffing needs
		b. Participates in recruitment, selection,and assignment of personnel
		c. Participates in the training of reading teachers.
		d. Articulates the program with the principals
	3. Promotion of program goals	a. Makes recommendations to universities on training requirements for reading teachers at the secondary level
		b. Consults on state certification needs
	4. Development and administration of budget	a. Notifies the Board of Public Education about budget needs
		b. Decides on most beneficial distribution of allocated funds

PROGRAM FOR STUDENTS

II. Staff Functions and Activities

A. Staff Functions and duties with respect to Specific Positions

Staff Member	Functions	Duties
Director	Co-ordination of Developmental Reading Program with other programs in the Communication Skills Office	a. Integrates Developmental Reading Program with the Clinical Program b. Provides liaison with other groups in the school concerned with communication skills

PROGRAM FOR TEACHERS

Staff Member	Functions	Duties
Assistant Directors (2)	1. Administration of a systematic in-service training program	a. Assists in the development of teacher training programs for teachers of reading
		b. Participates in the training of reading teachers
		c. Provides special help and materials as needed for particular situations
		d. Consults principals on administration and evaluative matters
	2. Provision of program design	a. Reviews, evaluates, and selects equipment and materials for use in program
		b. Consults publishers' representatives about required materials
		c. Keeps abreast with literature in the field

PROGRAM FOR STUDENTS

Staff Member	Functions	Duties
Assistant Directors (2)	Supervision of Developmental Reading Program	a. Supervises the work of the reading teachers (Evaluation or rating) b. Provides special training sessions as certain problems arise

PROGRAM FOR TEACHERS

PROGRAM FOR STUDENTS

Staff Member	Functions	Duties
Reading Specialist	1. Administration of the team in his building	Accepts some organizational and administrative duties
	2. Instruction in reading	Performs same duties as a reading teacher (see below)
Reading Teacher	1. Administration of tests and gross diagnosis of reading problems	a. Administers standard tests of reading skills b. Grades and interprets test results c. Conducts individual conferences d. Administers Informal Reading Inventory
	2. Prescription	Makes up or modifies materials to fit student needs
	3. Instruction in reading	a. Works with individual students on particular problems b. Plans and implements small group activities c. Works with the class as a whole
	4. Maintenance of records and materials	a. Maintains detailed record of students' reading progress b. Reproduces instructional materials
	5. Consultation with other school personnel	Consults with school nurse, counselor, etc.

B. Intra-staff Communication and Coordination

The director and two assistant directors of this program share one office and keep each other informed on an informal basis of the ongoing program.

C. Communication between Program Staff and Others

1. The director and assistant directors make personal visits at least twice a month to reading teachers in the classroom.
2. The director and assistant director mail bulletins and notices.
3. Reading teachers may consult the director and assistant directors by telephone when necessary.

PROGRAM FOR STUDENTS

B. Intra-Staff Communication and Coordination

1. In-service workshops are conducted by the director and assistant directors for a month in the summer.

2. Orientation sessions are conducted for new teachers to explain the aims, objectives, and the methods of the program.

3. A half-day workshop is held on one Saturday of each month.

4. The director and assistant directors make personal visits at least twice a month to reading teachers in the classroom.

5. Bulletins and notices are received by teachers and specialists from the director and assistant directors.

6. Telephone contact is maintained.

C. Communication between Program Staff and Others

Team meetings are held in some schools and are attended by reading teachers and team leaders.

APPENDIX B

TELEPHONE INTERVIEW QUESTIONNAIRE FOR PRINCIPALS OF SCHOOLS IN THE DEVELOPMENTAL READING PROGRAM

Name of school____

Time Constraints

I. How many periods a week is developmental reading taught in:

7th grade____________________

8th grade____________________

II. How many semesters is developmental reading taught in:

7th grade____________________

8th grade____________________

III. A. Do you consider that this is enough time to meet the goals of the program?

Yes ___ No ___

B. If 'No,' what would you consider to be enough time?__________

IV. What subject did 7th graders take prior to the introduction of the developmental reading program?________________________

____

V. What subject did 8th graders take prior to the introduction of the developmental reading program?________________________

____

VI. Which students do not take developmental reading?____________

____

Space Constraints

VII. A. Please rate the following items as: Very adequate (1); Adequate (2); Inadequate (3); Very inadequate (4)

Classroom space for developmental reading program	1	2	3	4	Don't know*
Facilities for storage of materials and equipment	1	2	3	4	Don't know*

B. If space for either teaching or storage is considered inadequate, what if any are the plans for improving the situation? ____________

____

____

____

* Interviewer may offer this category if the respondent seems hesitant.

TELEPHONE INTERVIEW QUESTIONNAIRE FOR TEACHERS IN THE DEVELOPMENTAL READING PROGRAM

Name of school____

Shared-time teacher ___Yes ___No

Number of years in the program ____

Number of students in each class ____ ____

____ ____

____ ____

Space Constraints

I. What facilities do you have for teaching developmental reading?

A. A permanently assigned room. Are there periods when this room is not available? ___ Yes ___ No

B. 1. A permanently assigned room shared with another developmental reading teacher. For how many periods? ______

2. How do you share the space (examples: sliding walls, screens, blackboard, etc.) ________________________

____

C. A floating assignment. For how many periods a week? Are all the assignments on the same floor? ___ Yes ___ No

II. A. Where do you store materials:

1. ___In the permanent teaching room, which has adequate space

2. ___Most materials are stored away from the classroom

3. ___Other (specify) ______________________________

____

B. If you checked 2 or 3, how accessible is the material? ______

____

III. Please rate the following items as: Very adequate(1); Adequate(2); Inadequate(3); Very inadequate(4)

Facilities for storage of materials and equipment	___ 1	___ 2	___ 3	___ 4	___ Don't know*
Classroom space for teaching developmental reading	___ 1	___ 2	___ 3	___ 4	___ Don't know*
Availability of materials and supplies when needed	___ 1	___ 2	___ 3	___ 4	___ Don't know*
Availability of furniture	___ 1	___ 2	___ 3	___ 4	___ Don't know*

IV. To what extent have the instructional materials met the needs of your students? ______________________________

____

V. Time Constraints

A. How much time do students spend in the program? ________

B. Do you feel that this is enough time to meet the goals of the program? ____ Yes ____ No

C. If 'No,' what would you consider enough time? ____________

____

____

---

* The interviewer may offer this category if the respondent seems hesitant.

VI. How effective do you think the teaching of developmental reading is?

____

____

____

VII. Are there any changes which could be made in the school which would increase the effectiveness of developmental reading?

_____ Yes _____ No

If 'Yes,' please specify______________________________

____

____

APPENDIX C

DEVELOPMENTAL READING PROGRAM QUESTIONNAIRE

Do not write in this column

Name of school____

Length of time in the Developmental Reading Program________

What percentage of your students are reading at:

grade level _____%
below _____%
above _____%

---

1. What percentage of time do you usually devote to using each of the following categories of materials in a typical class? If you do not spend any time on a particular category mark 0. The percentage of time spent on these four categories does not have to total 100%.

Programmed materials ______

Workbooks ______

Supplementary materials ______

Games ______

IN THE FOLLOWING QUESTIONS MARK X FOR ANY MEDIA YOU DO NOT HAVE AT YOUR SCHOOL AND MARK 0 FOR MEDIA THAT YOU DO NOT USE.

2. How many minutes per week do you typically use the following programmed materials?

E. D. L. Study Skills Library _____

MacMillan Reading Spectrum _____

R. F. U. Labs _____

S. R. A. Labs _____

Webster Classroom Reading Clinic _____

Do not write in this column

3. How many minutes per week do you typically use the following workbooks?

Achieving Reading Skills ______
Activities for Reading Improvement ______
Basic Reading Skills ______
Be a Better Reader ______
Gates Peardon Reading Exercises ______
McCall-Crabbs Standard Test Lessons ______
New Modern Skilltext ______
New Practice Readers ______
Phonics We Use ______
Reading for Meaning ______
SRA Better Reading ______

4. How many minutes per week do you typically use the following supplementary materials?

Deep Sea Adventure ______
Globe Classics ______
Hereby Hangs a Tale ______
Jim Forest Series ______
Morgan Bay Mysteries ______
Panoramas, Parades ______
Paperback books ______
Plays for Modern Youths ______
Reading Motivated Series ______
Real People Series ______

Do not write in this column

Science Series ______

Scope ______

Sports Series ______

Steck-Vaughan Sports Books ______

Tales Worth Re-telling ______

Teenage Tales ______

Tom Logan Series ______

5. If you use games in teaching developmental reading, how many minutes per week do you typically use any of the following games?

Consonant Cards ______

Dolch Basic Vocabulary ______

Dolch Consonant Lotto ______

Dolch Group Sounding Game ______

Dolch Phrase Cards ______

Dolch Syllable Game ______

Dolch Take ______

Dolch Vowel Lotto ______

Dolch What the Letters Say ______

Milton Bradley Link Letters ______

Junior Phonics Running ______

Kenworthy Uno ______

Read and Say Cards ______

Other (please write the name of the game) ______

3. ELEMENTARY COUNSELORS PROGRAM

3. ELEMENTARY COUNSELORS PROGRAM

Summary

The Elementary Counselors Program has been operating in the public schools since 1966. The program is designed to provide and promote the early identification and treatment of those social, psychological, and educational problems which interfere with a child's educational attainment.

The 1967-1968 evaluation dealt with two major areas of concern: (1) the compatibility of the program with the school environment and (2) the degree to which the program is operating as specified in the program definition. In general, the program was perceived as fitting in well with the school environment, with the possible exception of some shortage of facilities and time. It was also noted that an overlap of counselors' and school social workers' functions might have led to some conflict. Contrary to the stipulation in the program definition that the counselors' services are available to students during the school day throughout the academic year, it was found that counselors spend only three-fourths of their time performing counseling activities. It was also discovered that students exhibit attitudinal and/or behavioral problems, which was contrary to the statement in the 1966-1967 program definition.

Introduction

History of the Program

The Pittsburgh Public Schools have employed counselors for secondary schools, grades 7 through 12, since the 1920's. Recognizing that problems of motivation, learning, and achievement often begin in the lower grades, an intensive in-service training program for elementary counselors was started by the Division of Pupil Services in the summer of 1966. In the 1966-1967 school year the newly formed Elementary Counselors Program concentrated on students in the fourth to sixth grades. It was hoped that counselors would help prepare sixth grade students for a realistic and quick adjustment for their entry into junior high school.

The first year's evaluation of the Elementary Counselors Program, reported in the 1967 ESEA Evaluation Report, described the training program designed to prepare counselors for their assignments and included a preliminary examination of the scope and nature of the counseling program. The evaluation focused on the derivation of a program definition, the information for which was supplied by the then 13 counselors and other members of the program staff.

Description of the Program

The Elementary Counselors Program is directed towards the early identification and treatment of those social, psychological, personal, and educational problems which interfere with a child's educational attainment. The program attempts to meet this objective by helping the student to assess his potential realistically, by encouraging parents, school staff, and personnel from Pupil Services to support the student in pursuing realistic goals, and by assisting the student to choose courses that will promote the development of special interests. Counselors also help the student to make the transition to high school by assisting him in anticipating the adjustments necessary to meet his desires and needs.

The Elementary Counselor's Handbook, prepared by the Office of School Services in 1967, describes the integration of the program into the school environment. The following is an excerpt from page 33 of that handbook:

> ....Guidance is an integrated part of the elementary school program consisting of a coordinated plan involving pupils, parents, and teachers. Guidance is provided by teachers and principals, as well as by special personnel, both within and beyond the curriculum. The classroom teacher is at the center of the guidance activity. The elementary guidance counselor works directly with students and serves as a resource person to aid parents, teachers, and administrators in helping children with adjustment and educational problems and in helping to devise programs to meet each child's specific needs...

The excerpt shows how completely the Elementary Counselors Program is integrated with the overall school program. Counselors, teachers, specialists, and administrators must combine their knowledge and skill about each student to promote effective program operation. If more than one professional is concerned with a child, it is advisable that each deal with his own area rather than duplicate services or work in divergent directions.

In the 1967-1968 school year the program was operational in 12 public elementary schools and 10 parochial elementary schools. In most cases each counselor was assigned to one public and one parochial school.

The elementary counselor works with all children in the school either individually or in groups. The counselor is available throughout the school day. At the beginning of the academic year he schedules a meeting with each student in the school to ensure that there is total participation in the program. However, students are encouraged to request a conference with the counselor independent of the regularly scheduled meetings if they wish to, and other school personnel may refer a student for counseling services. Individual meetings usually concern a student's scheduling problems, study habits, reading difficulties, learning problems, personal and social troubles, vocational plans, or other areas in which the student has a personal problem. Group sessions are held to discuss problems common to all the assembled students.

In order to provide the counseling services outlined, the counselor needs a private office to promote confidentiality and privacy. The ideal office contains a desk, chairs, filing cabinet, and telephone. Working space for group counseling is also necessary to promote free discussion and to ensure proper testing conditions. A more detailed description of the program appears in the definition which is contained in Appendix A.

Compatibility of Program with the School Environment

Method

During 1968 one of the areas covered by the evaluation was the compatibility of the Elementary Counselors Program with the overall school program. The inquiry sought to determine whether the Elementary Counselors Program conflicts with any other school program at the expense of the effective operation of that program or other school programs. Since the program is fairly new, it is particularly important to find any incompatibilities which can then be corrected at this fluid stage of program development. In an attempt to ascertain if the program operation is suffering because of a role conflict, counselors, school social workers, and principals in whose schools the program is operating were asked if they saw any conflict in the roles of the school social worker and the counselor.

Only those 12 public schools in which the program is operating were included in the study. All elementary counselors and school social workers were administered a questionnaire; principals were interviewed. (A copy of the questionnaires and interview schedule may be found in Appendix B.)

Findings

School social workers, counselors, and principals all consider that the goals of the Elementary Counselors Program are consistent with those of the general school program. However, all three groups indicated that there was a conflict between the program and the school environment regarding space. The counselor felt that this seriously limited the confidentiality of interviews and, therefore, the effectiveness of the program. Principals and counselors also reported that students and administrative staff have to give up classtime to participate in the counseling program. Elementary counselors and school social workers reported no conflict in their duties, although nearly one-half of the principals considered that such a conflict existed. With this conflict in mind, principals also recommended steps that might be taken to increase the cooperation between the two groups. A more detailed account of the findings follows.

Principals, school social workers, and counselors endorse the goals of the counseling program as consistent with the goals of the general school program. However, the counseling program exists in a school environment in which there are numerous competitors for two scarce resources--time and space. When asked from what activity students are most likely to be released when they are receiving counseling services, all principals and counselors reported classtime. Asked what activity(ies) administrative and cooperative personnel (including teachers) give up to participate in the counseling program, counselors reported that preparation time and classtime are sacrificed equally. Thus to participate in the program,students, administrative staff, and cooperative personnel have to give up classtime. Yet, when asked, all counselors and school social workers were unwilling to admit a time conflict between the counseling program and other school programs, although five principals did cite such a conflict. Respondents were asked whether the counseling program conflicted with any other school program in terms of available space. A few principals, one-fourth of the school social workers, and one-half of the counselors indicated that a space conflict exists. They cited two possible reasons for this conflict. First, the counselor's office space is shared by itinerant personnel such as school social workers, speech therapists, community agents, doctors, and psychologists. Although each of the above mentioned personnel is only present at a particular school for part of the week, counselors say that at least one specialist shares their office nearly every day. This lack of privacy is thought to interfere with the conduct of personal interviews and to severely limit confidential sessions with either groups or individuals. An additional reason for conflict might be due to the inadequate space for group guidance and testing. In order to make room available for these group activities it is necessary for the counselor to disorganize academic classes and relocate students.

Elementary counselors and school social workers did not perceive any conflict between their duties. However, nearly one-half of the principals believe that the two are not working cooperatively. They cite a lack of communication between the two groups as evidence of this.

For example, some counselors and school social workers do not confer with each other when both are dealing with the same student. Consequently, they may work in opposite directions when it would be more beneficial to the student if they consulted and complemented each other's roles.

Principals provided explanations for this lack of cooperation which indicate that there is a status conflict between the counselor and the school social worker. They made the following suggestions for increasing cooperation:

1. The counselor and the school social worker set up a regular meeting to confer about students
2. The counselor and the school social worker each have a private office (allocation of office space is seen as one of the sources of conflict)
3. The problem be explored at monthly in-service meetings

Program Operation

Method

In an attempt to determine whether a statement in the 1966-1967 definition, which asserts that counselors should not deal with attitudinal and/or behavioral problems, was a correct description of program operation, elementary counselors were asked about the characteristics of students who participate in the program. This aspect of the evaluation was also concerned with determining the amount of time counselors spend performing counseling duties. In order to get answers to these questions, certain items in the questionnaire referred to previously (Appendix B) were designed for this purpose.

Findings

All elementary counselors reported that most of the students they talk to do have attitudinal and/or behavioral problems, and the definition was modified accordingly. Asked for the amount of time spent on counseling activities, all elementary counselors said that they spend at least three-fourths of their time performing these activities. A more detailed account of the findings follows.

All elementary counselors reported that most students they talk to have attitudinal and/or behavioral problems. To eliminate the discrepancy between the definition and the operating program, the 1968 definition has been modified to reflect this finding by including a statement to the effect that attitudinal and/or behavioral problems are characteristics of participants in the program.

One-fourth of the counselors who completed the questionnaire reported that they devote all their time to counseling duties. The remaining counselors indicated that they allocate three-fourths of their time to these duties. Therefore, all counselors allocate at least three-fourths of their time to counseling. This finding is consistent with the implicit statement in the definition on allocation of time. Future evaluation activity might further explore the issue by investigating how those counselors who do not spend all their time on counseling activities spend the remainder of their time.

Discussion and Conclusion

Evaluation activity indicates that the goals of the counseling program are consistent with the goals of the general school program. The program, however, does present a time conflict with instructional programs. To remedy this situation, counselors suggest the introduction of an activity period. This would allow students and teachers to participate in the program without missing classtime. Program directors, however, do not feel that this is feasible. Instead, they recommend that counselors call students from nonacademic classes (i. e., art, physical education, etc.) or from classes in which the student excels.

Respondents also indicated that a space conflict exists. A visible example of this conflict is the fact that the counselor's office is shared by itinerant personnel. Principals feel that this assignment of office facilities is one of the main causes of the role conflict they see existing between the school social worker and the elementary counselors. As stated earlier the two concerned groups do not perceive this conflict. Program directors believe that if there is a lack of communication, as the principals assert, it may be due to the fact that the schedules of the elementary counselor and the school social worker do not permit them to confer. It is possible for a counselor to serve one particular public school four days a week. On the fifth day, while the counselor is working at his assigned parochial school, the school social worker may visit the public school. In schools where the counselor and school social worker are present at the same time, program directors suggest that they try to meet regularly to discuss clients and exchange ideas.

Program directors have taken steps to further define the counselors' duties in order to lessen any possible role conflict. In-service training sessions are scheduled regularly. A seven-day elementary counselors workshop was held at the end of June to further clarify the counselors' functions. These types of activities will serve to strengthen the Elementary Counselors Program and enable it to better serve the home, school, and community.

APPENDICES

APPENDIX A

Elementary Counselors Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The Elementary Counselors Program is designed to provide and promote the early identification and treatment of those social, psychological, and educational problems which interfere with a child's educational attainment.

II. Scope

A. Number of Schools Involved

The program is operating in 12 public elementary schools and 10 parochial elementary schools. There are 9, 300 students involved in the 12 public elementary schools. Each counselor is assigned to one public school, and he also spends one day a week in a nearby parochial school.

B. The Grades or Ages of Participants

With one exception, the public elementary schools are of the K- to sixth-grade type. The counselor works with all these students. In the parochial schools which are generally the K- to eighth-grade type, the counselor works primarily with seventh- and eighth-grade students. If time permits, he works with students in the lower grades as well.

C. General Description of Staff

1. Director of Pupil Services (1)
2. Associate Director of Guidance and Counseling (1)
3. Supervisor of Elementary Counselors (1)
4. Elementary Counselors (10)

OUTCOMES

I. Major Objectives--changes expected to occur as a result of the program. There are two types of major objectives.

A. Terminal Objectives--outcomes that are directly attributable to the program and demonstrate the success of the program

   1. The student deals more effectively with the various social, emotional, and educational problems encountered in the elementary school situation.

   2. The student is referred to appropriate specialists (school physicians, psychologists, social workers, or the mental health team).

   3. The teacher evaluates and modifies instruction.

B. Ultimate Objectives--the long-range goals of the program. These are the objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

   It is hoped that the Elementary Counselors Program will contribute to the student's long-range educational development and aid him in becoming a well adjusted person.

II. Enabling Objectives--outcomes that are instrumental in achieving the terminal objectives

   A. The student is aware of his potential and limitations.

   B. The student sees his potential and limitations in relation to the existing curriculum.

   C. The teacher is aware of his students' potential and their levels of achievement.

   D. The teacher becomes more conscientious about his own performance.

   E. The student is supported by his parents in pursuing goals which he can achieve.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

   A. Teachers and other school staff are supplied with information on the principles and techniques of guidance and on the interpretation of test scores.

B. Parents and guardians are educated to understand their children's behavioral and attitudinal development problems and their achievement potential.

IV. Criteria for Successful Completion of or Removal from the Program

The duration of any specific guidance program is dependent on the needs of the child and his progress in the program.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

All children in grades 1 through 6 of participating elementary schools in deprived areas are automatically eligible for the Elementary Counselors Program. Referrals for specific guidance and counseling come from the following sources:

1. School administrators
2. Teachers
3. School social workers
4. Parents and guardians
5. Students

In addition, as a result of information gained from school records or other sources, counselors may request meetings with particular students.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

1. Attitudinal problems
2. Social-behavior difficulties
3. Educational adjustment problems

4. Vocational difficulties

5. Personal and family problems

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director of Pupil Services	1. A Master's degree 2. Graduate study in guidance and counseling and related fields 3. Experience as a teacher and counselor	
Associate Director of Guidance and Counseling	1. A Master's degree in guidance and counseling 2. Graduate study in guidance and counseling and related fields 3. Experience as a teacher and counselor	
Supervisor of Elementary Counselors	1. Teaching certificate 2. A Pennsylvania state counseling certificate or a social work certificate 3. Successful elementary school teaching experience 4. Experience as an elementary counselor	
Elementary Counselors	1. Teaching certificate 2. Pennsylvania state counseling certificate or a social work certificate 3. Successful elementary school teaching experience	1. Sincere interest in understanding children 2. Self-confidence 3. The ability to co-operate with others on the school staff 4. Flexibility and adaptability in educational situations 5. A sense of humor

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

Principals in the individual schools provide support for the Elementary Counselors Program by doing the following things:

1. Setting policy--making decisions and establishing procedures that enable the counseling program to function effectively within the school environment

2. Providing facilities--making the facilities available that are necessary for the successful operation of the counseling program

3. Dealing with the operation and execution of the program--cooperating and supporting the counseling program by working with the counselor(s), students, and other personnel where cooperation is essential

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

The cooperation of both teachers and professionals who provide specialized services for students is essential to the effective operation of the program.

C. Media--the materials and supplies required for program activities

1. Audio-visual aids for adjustment and vocational programs

2. Books, pamphlets, and other resource literature

3. Standardized testing materials

4. Cumulative record files

D. Facilities

Elementary counselors are provided with office space in the various schools they serve. The office, which may be either private or shared, generally contains the following equipment:

1. A desk and chairs
2. A filing cabinet
3. A typewriter
4. A telephone

The counselors must also be provided with some type of working space for group guidance meetings.

IV. Time Constraints

The counselors' services are available to students during the school day throughout the school year. The number of contacts a child has with his counselor, either in a group or as an individual, depends on the needs of the particular child.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Activities in the Elementary Counselors Program are dependent on the kind of student being served:

A. Potential Scholars

These students participate in group counseling sessions designed to help them improve their study habits and reading ability.

B. Learning Problems

1. Students with special learning problems are provided with tutors.
2. Others are given remedial instruction and are encouraged to participate in meetings in which their classroom problems and means of solving them are discussed.

C. Discipline Problems

These students take part in meetings in which they discuss such things as class attitudes and behavior, and educational opportunities.

D. Vocational Guidance

All students are encouraged to discuss work aspirations, to hear persons from various occupations describe their work, and to go on field trips with counselors to see different occupations.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Director of Pupil Services	Coordination of Pupil Services	a. Schedules monthly meeting with counselors b. Helps select new personnel c. Coordinates Elementary Counselors Program with other programs in the Division of Pupil Services
Associate Director of Guidance and Counseling	Administration of the program	a. Observes the program operating in the school b. Helps select new personnel c. Attends monthly counselors meeting d. Acquaints new counselors with the program e. Recommends the purchase of materials
Supervisor of Elementary Counselors	1. Supervision of the counselors	a. Helps devise and implement in-service training programs and conferences b. Makes field visits to counselors

Staff Members	Functions	Duties
Supervisor of Elementary Counselors (contd.)	2. Maintenance of liaison between counselors and administrators	a. Provides Associate Director and principals with information resulting from conferences with counselors and field supervision b. Informs counselors of administrative plans and policies
Elementary Counselor	1. Counseling and guidance of students	a. Identifies the problems or areas in which elementary school children need professional assistance b. Provides for the early identification of a child's ability c. Helps ensure optimal adjustment of the child in the educational program by testing and placement d. Acquaints students with the importance of study habits and reading skills e. Begins to acquaint students with the "world of work" by providing vocational speakers, films, trips, and discussions
	2. Collection and dissemination of information on guidance and counseling	a. Keeps cumulative records on student progress b. Reviews and selects relevant material from guidance and counseling literature c. Contacts parents to explain the guidance service and helps them understand the child in his school environment

Staff Members	Functions	Duties
Elementary Counselor (contd.)	3. Provision of liaison between counseling program and the classroom teachers	a. Solicits support and co-operation from classroom teachers b. Provides information on guidance to the teacher c. Arranges occupational field trips with aid of teacher and conducts a follow-up discussion with students
	4. Recommendation of meetings between school specialists and students	Refers students who may benefit from working with specialists

B. Intra-staff Communication and Coordination

The Associate Director of Guidance and Counseling and the Supervisor of the Elementary Counselors are the major intra-staff communication links. Through personal meetings, telephone contacts, frequent counselors' meetings, and in-service training programs, there is a sharing of ideas, problems, and professional information among all staff members.

C. Communication between Program Staff and Others

1. There is considerable information sharing through personal contacts, meetings, and conferences involving counselors, administrators, teaching staff, and special services personnel. Such close and continuous interaction facilitates a balanced approach to the solution of the many physical, social, psychological, and educational difficulties which warrant professional help for the elementary school child.

2. The staff also communicates with the non-school community through parental interviews, the P. T. A., and community meetings. Such contacts help inform the community of school program changes and educational opportunities for neighborhood children.

3. Members of administrative staff may participate in the monthly counselors meeting in a general group and also in a specialized group consisting only of elementary counselors.

APPENDIX B

QUESTIONNAIRE FOR ELEMENTARY AND SECONDARY COUNSELORS PROGRAMS

WE ARE SENDING YOU THIS QUESTIONNAIRE IN AN ATTEMPT TO GATHER MORE COMPLETE INFORMATION ABOUT THE OPERATION OF THE ELEMENTARY AND SECONDARY COUNSELORS PROGRAMS. YOUR COOPERATION IN COMPLETING THE QUESTIONNAIRE IS ESSENTIAL TO OUR SUCCESS.

YOU MAY INDICATE YOUR RESPONSE TO THE QUESTIONS BELOW BY CHECKING THE APPROPRIATE BLANK UNDER EACH QUESTION. PLEASE DO NOT SIGN YOUR NAME TO THIS SHEET. AFTER COMPLETING THE QUESTIONNAIRE, PLACE IT IN THE SELF-ADDRESSED ENVELOPE ENCLOSED AND MAIL IT BY DECEMBER 15, 1967.

Do not write in this column

1. As a counselor in the Pittsburgh Public Schools, to what type of school are you assigned?

(1)____ K-5 or 6
(2)____ K-8
(3)____ Other

2. Is most of the counseling you do:

(1)____ Individual
(2)____ Group

3. Would you say that the goals of the counseling program are consistent or inconsistent with the goals of the general school program?

____	____	____	____
Very consistent	Somewhat consistent	Inconsistent	Very inconsistent
(1)	(2)	(3)	(4)

4. To what extent do administrative personnel cooperate with the counseling program?

____	____	____	____
Very cooperative	Somewhat cooperative	Uncooperative	Very Uncooperative
(1)	(2)	(3)	(4)

If you answered (1) or (2) to question number 4, answer:

Do administrative and cooperative personnel give up any of the following to participate in the counseling program?

(1) _____Yes

(1)___Preparation time
(2)___In-service training
(3)___Classtime

(2)_____No

5. Are your present facilities adequate?

(1)_____Yes
(2)_____No

If no, please explain:

6. Does the counseling program conflict with any other school program(s) in terms of available space?

(1)_____Yes
(2)_____No

If yes, please explain:

8. Do the students who participate in the counseling program have many attitudinal and/or behavioral problems?

(1)_____Yes
(2)_____No

9. From what activity are the students most likely to be released when they are engaged in counseling?

(1)_____Lunch
(2)_____Class
(3)_____Study hall

10. People in different positions often have different ideas. Do you and your principal have similar or dissimilar ideas regarding counseling?

_____	_____	_____	_____
Very similar	Somewhat similar	Dissimilar	Very dissimilar
(1)	(2)	(3)	(4)

11. When there is a difference between counseling ideas of principal and counselor, whose ideas usually prevail?

(1)_____Yours
(2)_____Someone else's

12. How much time do you spend in counseling and guidance as opposed to other kinds of non-counseling activities?

_____	_____	_____	_____	_____
Full time	3/4 time	1/2 time	1/4 time	Less than 1/4 time
(1)	(2)	(3)	(4)	(5)

13. How were you informed about the role and duties of the school social worker?

(1)____By the principal
(2)____At a meeting of Guidance Counselors
(3)____By the District Supervisor for School Social Services
(4)____By the school social worker
(5)____Other, specify________________________________
(6)____Never informed

14. Is there any point at which the duties of the counselor and those of the school social worker overlap?

(1)_____Yes
(2)_____No

If yes, please explain:

Elementary-Secondary Counselors Programs
Interview Schedule for Principals

Name of School____________________________
Student Population____________________________
Date of Interview____________________________

1. Elementary________(1)
   Secondary________(2)

2. How many full-time counselors are assigned to this school? ____

3. How many part-time counselors are assigned to this school? ____

4. Does the allocation of facilities for the counseling program result in sacrifice of any other school function(s)?

   _____(1) Yes
   _____(2) No

   If "Yes," please explain:

5. From what activity(ies) is the student most likely to be released when he is with the counselor?

   _____(1) Lunch
   _____(2) Class
   _____(3) Study hall
   _____(4) Do not know

6. Does the counseling program conflict with any other school program(s) in terms of available time?

   _____(1) Yes
   _____(2) No

   If "Yes," please explain:

7. Does the counseling program conflict with any other school program(s) in terms of available space?

_____(1) Yes
_____(2) No

If "Yes," please explain:

8. Is there any point at which the duties of the counselor and those of the school social worker conflict?

_____(1) Yes
_____(2) No

If "Yes," please explain:

9. What criteria are used in selecting students for the General Group?

10. There are various schools of thought with regard to counseling practices. How similar would you say your ideas about counseling are to the counselor's?

_____(1) Very similar
_____(2) Somewhat similar
_____(3) Dissimilar
_____(4) Very dissimilar

11. When there is a difference between your counseling ideas and those of the counselor, whose ideas usually prevail?

_____(1) Yours
_____(2) Counselor's
_____(3) Compromise

12. Do you participate in the program?

_____(1) Yes
_____(2) No

If "Yes," please explain:

13. How frequently do you participate in the counseling program?

_____(1) All the time
_____(2) Sometimes
_____(3) Rarely
_____(4) Never

14. In what ways do you cooperate in carrying out the Elementary-Secondary Counselors Program?

_____(1) Setting policy
_____(2) Providing facilities
_____(3) Dealing with the operation and execution of the program

15. Is a clerk assigned to the counselor(s)?

_____(1) Yes
_____(2) No

15a. If "Yes," how many hours per week are her services available to the counselor?
_____ hours

15b. Often we find in organizations people do not take full advantage of given resources. How many hours per week, in fact, do the counselor(s) use the clerk's services?
_______hours

16. What type of office does the counselor have?

_____(1) Private office
_____(2) Shared office, with_______________________________
_____(3) Undesignated work space

③

17. If the counselor's office is neither shared nor at a fixed location, is there a private place for the counselor to interview students and/or parents?

______(1) Always
______(2) Generally
______(3) Sometimes
______(4) Never
______(5) Do not know

Elementary-Secondary Counselors Programs
Questionnaire for School Social Workers

Name of School________________________
Student Population______________________
Date of Interview_______________________

1. Elementary__________(1)
Secondary__________(2)

2. Does the allocation of facilities for the counseling program result in sacrifice of any other school functions?

_____(1) Yes
_____(2) No
_____(3) Do not know

If "Yes," please explain:

3. From what activity(ies) is the student most likely to be released when he is with the counselor?

_____(1) Lunch
_____(2) Class
_____(3) Study hall
_____(4) Do not know

4. Does the counseling program conflict with the social work program in terms of available space?

_____(1) Yes
_____(2) No

If "Yes," in what areas:

_____(1) Testing
_____(2) Group guidance activities
_____(3) Office space
_____(4) Other, specify______________________

5. Does the counseling program conflict with the social work program in terms of available time?

_____(1) Yes
_____(2) No

If "Yes," please explain:

6. How similar would you say your ideas about counseling are to the counselor's?

_____(1) Very similar
_____(2) Somewhat similar
_____(3) Dissimilar
_____(4) Very dissimilar

7. Where there is a difference between your counseling ideas and those of the counselor, whose ideas usually prevail?

_____(1) Yours
_____(2) Counselor's

8. Do you participate in the counseling program?

_____(1) Yes
_____(2) No

9. How frequently do you participate in the counseling program?

_____(1) All the time
_____(2) Sometimes
_____(3) Rarely
_____(4) Never

10. What type of office does the counselor have?

_____(1) Private office
_____(2) Shared office with_________________
_____(3) Undesignated work space

11. If the counselor's office is neither shared nor at a fixed location, is there a private place for the counselor to interview students and/or parents?

_____(1) Always
_____(2) Generally
_____(3) Sometimes
_____(4) Never
_____(5) Do not know

4. KINDERGARTEN PROGRAM

4. KINDERGARTEN PROGRAM

Summary

The Kindergarten Program was introduced into the Pittsburgh Public Schools in 1912 when the Board of Education assumed responsibility for its funding, staffing, and supervision.

The program is designed to contribute to the physical, emotional, social, and intellectual development of five-year-olds and to help these children make the transition from home to school life.

The 1967-1968 evaluation of the program concentrated on the development of an overall description or "definition" of the program as well as making preliminary judgments about the definition's comprehensiveness. Members of the program staff and Office of Research personnel felt that the definition should be made more specific if it is to serve as a useful basis for an ongoing evaluation of the program.

Introduction

History of the Program

Broadly and very loosely defined, the Kindergarten Program is designed to contribute to the physical, emotional, social, and intellectual development of five-year-olds. The program serves these children in a variety of ways, all of which are intended to help them make the transition from the relative shelter of home life to the larger world of the school.

Kindergarten classes were originally introduced in 1893 as a voluntary project. In 1912 the Board of Public Education assumed responsibility for the funding, staffing, and supervision of the project. Since that time kindergarten has been a part of the educational program in the Pittsburgh Public Schools. A grant from the Office of Economic Opportunity in 1965 made it possible to provide paraprofessional aides to work with teachers of kindergarten classes in a number of compensatory schools.

The introduction of the federally funded aides into the kindergarten classrooms in 1965 necessitated an evaluation of the program. To help the Board meet this obligation and to assist the program staff in program planning and development, the Office of Research undertook the evaluation of the Kindergarten Program in the latter part of the 1966-1967 school year.

In order to develop a comprehensive description of the program and to establish a basis for its ongoing evaluation, 42 teachers and 21 aides with varying amounts of experience in the program, eight elementary school principals, and eight supervisors were invited to participate in a program definition meeting in March 1967. The recorded proceedings of small group discussions held at the definition meeting were synthesized and written up in the definition format by the program evaluator.

Subsequent attempts to assess the quality of that definition are described in more detail in later sections of this report.

Description of the Program

During the 1967-1968 school year, 7414 children attended 258 half-day sessions at 52 compensatory and 36 noncompensatory schools throughout the city (see Appendix A for a complete list of the sessions).

The Kindergarten Program serves five-year-olds in a variety of ways, all of them designed to contribute to the physical, emotional, social, and intellectual development of these young children. The classroom setting and the manner in which the children are approached are considered appropriate to their special needs, interests, and abilities.

The program provides the children with unique opportunities to work and play independently and in small groups with appropriate direction and guidance from adults who are sensitive to their needs and interests. In the process, children are expected to begin to take responsibility for their own behavior, to develop new skills in thinking, speaking, and other forms of self-expression, and to learn how to relate to other children and adults.

Classrooms are organized to facilitate movement from one area of interest to another, to encourage natural curiosity, to invite creativity, and to allow easy involvement in independent and group activities. The curriculum includes a judicious mix of child-centered and teacher-directed activities.

Although few teachers work in a setting which they regard as ideal, kindergarten classrooms are generally amply endowed with materials and equipment which teachers can use to stimulate and sustain developmental activities. There are toys, play equipment, books, art materials, nature specimens, and tools which are almost dynamic in their invitation to children to build, play, paint, climb, observe, and experiment. They serve as a constant stimulus to experiences which children like to tell about, ask questions about, and think about. In addition, most kindergarten classrooms contain or have access to the play space needed for the development of appropriate physical skills and muscular coordination.

This concern for physical well-being carries over into the daily schedule of activities. Opportunities for exercise are carefully interspersed with time for rest and relaxation,and special provisions are made for day-to-day and seasonal variations in the fatigue and excitement patterns of children.

Five-year-olds need the same kind of careful guidance and direction in the development of the psychosocial aspects of their personalities as they do in the area of physical development and coordination. They must be helped to learn to like themselves; to feel adequate, competent, and relatively independent; and to master the social skills needed to relate effectively to others. Some of the socioemotional skills and attitudes which kindergarten children may be expected to begin to acquire include the ability to trust other children and adults, respect for other people's possessions, and the willingness to take turns and to share both objects and affections.

Kindergarten children are also ready and able to learn a variety of intellectual skills. Teachers must be prepared to help them perfect oral language skills, progress in the area of perceptual-cognitive development, and expand their knowledge of the world in which they live. Helping children to perfect oral language skills includes the careful elimination of infantile speech patterns; adding forms of standard English communication, and further developing speech fluency as well as vocabulary. By increasing auditory and visual discrimination, teachers also lead children to a better understanding of their spoken language.

The emphasis in kindergarten, therefore, is on a balanced approach to learning. This approach, through a judicious mix of child-centered and teacher-directed activities, develops a broad base of understanding and vocabulary and a facility to use language. It is felt that such an approach does more to prepare children for subsequent schooling than the overuse of direct teaching and drill in readiness workbooks and other such materials.

Having been provided with the necessary space, equipment, materials, and supplies, as well as a kindergarten course of study, it is up to the teachers and their aides to implement the program. The variety of skills, attitudes, and understanding which the program seeks to develop makes it imperative that teachers be versatile, have a working familiarity with a number of alternative teaching strategies, and be able to diagnose the strengths and weaknesses of individual children.

Given the range of individual differences among children across the city, teachers are given considerable latitude to plan and implement the kind of program that they consider most suitable for the children in their classes. As an aid to planning, and to maintain a high standard of performance, the Office of Instructional Services provides in-service training, through workshops and individual meetings, as well as guidelines to help teachers correlate the material in the courses of study for social studies, science, language arts, and arithmetic.

During the 1967-1968 school year, the staff of the Kindergarten Program consisted of 146 teachers, 39 paraprofessional aides, and eight supervisors.

Kindergarten teachers are expected to have a degree in education or its equivalent. Special training or experience in early childhood education is desirable but not a prerequisite for employment since preliminary and in-service training is provided for new teachers.

Teacher aides are expected to have a high school education and to live in the neighborhood served by the school to which they are assigned. Secretarial skills make it easier for aides to help teachers with necessary record keeping. Aides also assist kindergarten teachers by helping to make preparations for various classroom activities, by performing housekeeping duties, and by assisting children and overseeing their activities under the teachers' supervision.

Administrative advice and assistance are provided by eight elementary school supervisors. Two of these supervisors have had special training and experience in kindergarten work. In addition, the program has access to specialists in such areas as speech therapy and psychology who serve as resources from whom teachers can get help when problems arise. For a fuller description of the program see Appendix B.

Quality of Program Design

The results of informal reviews of the definition of the Kindergarten Program by members of the Office of Research and the responses of program staff to an open-ended questionnaire about the definition and the meeting at which it was derived are the only data currently available on the basis of which judgments on the comprehensiveness and internal consistency of the definition can be made. (See Appendix C for a copy of the questionnaire.)

Of the 56 members of the program staff who returned completed questionnaires, 39 or nearly 70 percent reacted favorably to the definition issued by the Office of Research. Their most frequent comments were that the definition was "very comprehensive," "quite complete," and "an excellent outline description" of the program. Other staff members were of the opinion that the definition was a little too general to be of much use as a basis for further evaluation of the program. (See Appendix D for a breakdown of staff reaction to the definition.) The latter opinion was seconded by the evaluation staff in formal reviews of the definition in January and again in June 1968. At that time, the following deficiencies were identified:

1. The definition makes no mention of the enabling skills, attitudes, and understandings children need in order to accomplish the major objectives of the program.
2. The benefits expected to accrue from such activities as open houses, mothers' meetings, and home visits are not explicitly set forth
3. The definition is not specific about the kinds of supplementary advice and assistance principals are expected to provide, nor is the manner in which consultants, such as speech therapists and psychologists, relate to the program delineated.

4. The relationship between objectives in the socioemotional domain and the activities listed in the process section of the definition is not clear.

5. More detail is needed to clarify the relationship between staff functions and duties and program objectives. For example, the ways and conditions under which teachers "set the stage for" and "reinforce" learning experiences should be spelled out in the interests of better understanding among members of the program.

Discussion and Future Evaluation Plans

Evaluation of the Kindergarten Program has been limited to an informal review of the program definition which was obtained in March 1967 and revised and updated during the 1967-1968 school year. In the opinion of the evaluation staff more specific information about staff functions and duties, enabling objectives, other benefits, and auxiliary support must be provided before the existing definition can be used as a basis for ongoing evaluation of the program.

Accordingly, plans are presently being made to conduct interviews with representatives of the program staff to obtain the necessary information. In addition, program and nonprogram staff members will be interviewed to determine the compatibility of the Kindergarten Program with the overall public school environment . Observations will then be made to determine the extent to which the program is being implemented in the manner prescribed in the definition, with special attention being given to the ways in which adults interact with children in the classroom.

Teachers and aides will also be asked to evaluate the in-service training and the supervision they receive.

APPENDICES

APPENDIX A

NUMBER OF KINDERGARTEN SESSIONS (1967-1968)

Compensatory

Arlington (4)
Arsenal (2)
Baxter (6)
Belmar (5)
Beltzhoover (3)
Burgwin (5)
Chartiers (1)
Clayton (2)
Columbus (4)
Conroy (2)
Cowley (4)
Crescent (4)
Dilworth (2)
East Park (1)
East Street (2)
Fairywood (2)
Fineview (2)
Forbes (2)
Fort Pitt (4)
Frick (6)
Friendship (2)
Gladstone (2)
Grandview (4)
Greenfield (4)
Hays (1)
Holmes (3)
Homewood (4)
Knoxville (3)
Larimer (2)
Lemington (4)
Letsche (2)
Lincoln (3)
Madison (3)
Manchester (4)
Mann (3)
Miller (3)
Morse (1)
Murray (4)

Noncompensatory

Banksville (3)
Beechwood (5)
Boggs Avenue (2)
Bon Air (1)
Brookline (5)
Carmalt (4)
Chatham (3)
Colfax (2)
Concord (4)
Davis (2)
Fairview (1)
Fulton (3)
Halls Grove (2)
Lee (3)
Liberty (3)
Linden (3)
Mifflin (3)
Minadeo (4)
Morningside (2)
Morrow (3)
Mt. Oliver (3)
Oakwood (1)
Overbrook (2)
Park Place (1)
Pioneer (2)
Regent Square (1)
Roosevelt (4)
Schaeffer (2)
Spring Hill (2)
Sterrett (2)
Sunnyside (4)
Swisshelm (1)
West Liberty (4)
Westwood (2)
Whittier (4)
Wightman (3)

NUMBER OF KINDERGARTEN SESSIONS (1967-1968) (contd.)

Compensatory	Noncompensatory
McCleary (3)	
McKelvy (2)	
McNaugher (3)	
Northview Heights (6)	
Oliver (3)	
Phillips (3)	
Prospect (4)	
Rogers (4)	
Schiller (2)	
Sheraden (6)	
Spring Garden (2)	
Stevens (4)	
Vann (3)	
Weil (4)	
Woolslair (2)	

APPENDIX B

Kindergarten Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The program is designed to develop the physical, emotional, social, and intellectual capacities of five-year-olds in a manner which is appropriate to their needs, abilities, and interests and which will begin to prepare them for the years immediately following.

II. Description of Scope

A. Number of Schools Involved

1. All 46 compensatory elementary schools
2. Forty-two noncompensatory elementary schools (all noncompensatory elementary schools participate except East Carnegie)

B. Age of Participants

Children who are five years old on or before January 31 may enter kindergarten the previous September.

C. General Description of Staff

1. The Associate Director of Instruction for General Elementary Education
2. Eight elementary supervisors
3. One teacher in noncompensatory schools
4. One teacher, one aide in compensatory schools

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

  A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

  By the end of the Kindergarten Program, the students should have begun to show the following things:

  1. Signs of physical growth and coordination

     a. A more complex use of large muscles
     b. Greater dexterity in the use of small muscles
     c. Improved locomotor control

  2. A measure of emotional security

     a. Confidence in themselves; ego strength

        (1) Unafraid of making mistakes and asking questions
        (2) More talkative and curious

     b. A sense of independence and self-reliance as exhibited by their willingness to make decisions on their own and to help themselves

     c. Adaptability and flexibility as evidenced by their ability to cope with frustrations, changes in routine, and new surroundings

     d. Patience and persistence as shown by their willingness to stick with tasks until they are completed

     e. A sense of pride and enjoyment in accomplishments

  3. Some skill in relating to other people

     a. The willingness and ability to get along with other children in work and play, to take turns

     b. The willingness to trust and confide in other children and adults

c. The ability to appreciate the interests, needs, and contributions of other children

d. A respect for others' things and for authority

e. An awareness of the attitudes and behaviors expected of them in the classroom

f. The ability to distinguish right from wrong

g. A willingness to accept guidance and discipline

4. Certain cognitive understandings and skills

    a. Concepts of counting, rhyming, beginning word sounds, and similarities and differences in sizes, shapes, and colors

    b. Basic concepts of measurements as they relate to distance, temperature, and time

    c. Basic listening, thinking, and speaking competences

        (1) The ability to listen attentively; an increased attention span

        (2) The ability to order, classify, and describe experiences

        (3) A greater sensitivity to and curiosity about their environment

        (4) Improved speech habits and skills; a larger vocabulary

5. Signs of an awareness of the importance of good health habits

6. An appreciation of the American cultural heritage as evidenced by greater familiarity with national holidays and heroes

B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility

1. The student will exhibit his improved health, work, and play habits in his later schooling and in other areas of his life.

2. The student will perform better in the first grade.

II. Enabling Objectives--those things which must be done during the program to ensure the accomplishment of the major objectives

A. Teachers create a classroom environment which meets the needs and stimulates the interests of five-year-old children.

1. Teachers afford each child a variety of opportunities to participate in successful learning experiences.

2. Teachers present students with situations to adapt to and problems to solve that will challenge their latent intelligence.

B. Teachers provide such attention and assistance as may be needed to reinforce each child's learning experiences.

IV. Criteria for Successful Completion of or Removal from the Program

The following means were used to determine a child's readiness for release from the program:

A. Objective tests

1. Detroit Kindergarten Test

2. Stanford-Binet Intelligence Test

B. Subjective judgments based on personal observation and evaluation in four key areas

1. Physical development, coordination, and control

2. Emotional security, self-confidence, and control

3. Social maturity as evidenced by how the child behaves in group activities

4. Mental or cognitive growth

a. Alertness, attentiveness, and an increased attention span
b. The ability to follow directions
c. The ability to remember songs, rhymes, and instructions
d. The ability to pronounce names clearly and distinctly
e. The ability to distinguish similar and different sizes and shapes

f. The ability to tell what will happen next in a story
g. The extent to which the child enjoys listening to stories and looking at pictures
h. The extent to which the child is able to choose and perform a variety of work and play activities

C. Other considerations

1. The child's chronological age

2. The wishes of parents or guardians

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

All children who are five years old on or before January 31 may be admitted to the Kindergarten Program the preceding September.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

Although the participants in the Kindergarten Program vary considerably in their entering behaviors depending on their home environments and preschool experiences, generally prevalent behaviors were identified in four key areas:

1. Physical

a. Is extremely active
b. Tires easily
c. Has large muscles more or less under control but needs space, time, and equipment to exercise them
d. Is still in the stage when small muscles are developing; tends to be far-sighted, and fingers are not ready to do fine work
e. Likes to manipulate and explore

2. Emotional

   a. Feels a need for security and belonging
   b. Is easily overstimulated and full of nervous energy
   c. Is bewildered by sudden changes, needs time to adjust to new situations and environments
   d. Fears such things as animals, darkness, unknown experiences, and noises
   e. Shows a growing stabilization of emotions
   f. Is gaining a measure of independence from adults
   g. Has a sense of humor

3. Social

   a. Likes to imitate
   b. Likes to dress up
   c. Is self-centered and individualistic and needs to be accepted as he is
   d. Is learning to work and play in groups which become increasingly larger as he matures
   e. Lacks self-control
   f. Is learning to appreciate the success of others and to be a good loser, a good follower, and a good leader
   g. Likes to be first
   h. Tends to be careless of others' property, but is protective of his own
   i. Desires the approval and trust of adults and his peers
   j. Accepts all people, regardless of race, color, religion, and economic differences

4. Mental

   a. Has a short attention span for superimposed tasks
   b. Is curious and inquisitive and likes to experiment with people, places, and things
   c. Learns through concrete experiences rather than through abstractions
   d. Lives in the present
   e. Learns through participation rather than by rote
   f. Is developing ways of thinking and working independently
   g. Has ability to reason
   h. Likes to plan and choose
   i. Is beginning to organize, classify, and generalize
   j. Spends time in quiet reflection
   k. Enjoys talking, but may make unreliable statements because of his lack of command of language

l. Is becoming increasingly able to express himself
m. Is eager for information and knowledge
n. Enjoys listening to stories within his field of interest

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Associate Director of Instruction for General Elementary Education		
Supervisor		
Teacher	1. B.S. degree in education or its equivalent 2. Background in child development and child psychology*	1. Patience and a concern for and understanding of five-year-old children 2. Willingness to accept children as they are 3. Sensitivity to children's needs 4. The ability to plan and implement a variety of educational activities 5. Level-headedness 6. Physical stamina
Aide	1. High school education 2. Secretarial skills 3. Familiarity with the basic objectives and methods of kindergarten education	1. A concern for and understanding of five-year-old children 2. The ability to follow directions 3. Acceptance of school regulations 4. Resourcefulness--the ability to take the initiative, to do what must be done in the teacher's absence 5. Good speech habits

*This qualification is desirable, but not always possible because of the shortage of training facilities in the Pittsburgh area.

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the Kindergarten Program

Principals in the individual schools support the program in the following ways:

1. Provide supplementary advice and assistance
2. Support teachers in their dealings with parents
3. Expedite the procuring of necessary materials and supplies

B. Human Resources--non-administrative and nonstaff personnel whose contributions and cooperation are necessary to the operation of the Kindergarten Program

1. Speech therapists are available in cases of urgent need
2. Psychologists are available for consultation only

C. Media--the materials, supplies, and equipment required for program activities

1. Child-sized tables and chairs
2. Sinks with running water
3. Cooking equipment
4. Building materials such as blocks of various sizes
5. Equipment for large muscle development
    - a. Balancing boards
    - b. Climbing apparatus
    - c. Skipping ropes
6. Transportation toys such as wagons, tricycles, trucks, trailers, and toy trains
7. Balls of various sizes

8. Playhouse equipment including dolls, carriages, furniture, telephones, and cooking utensils
9. Water play equipment
10. Sandbox and related toys
11. Puzzles and games
12. Children's books and still pictures
13. Picture files
14. Music equipment--rhythm instruments, record players, and pianos
15. Painting supplies--paper, paints, brushes
16. Drawing materials--paper, crayons, chalk
17. Modeling materials--clay, play dough
18. Miscellaneous materials for experimentation
19. Materials for cutting and pasting
20. Materials to feel with a variety of textures and shapes
21. Materials for measurement such as scales, rules, and thermometers
22. Calendars

D. Facilities

The Kindergarten Program requires facilities that permit freedom of activity. These include outdoor play spaces, easy access to lavatory facilities and audio-visual aids, and storage and display space.

IV. Time Constraints

A student generally remains in the Kindergarten Program for one year. If, in the opinion of the teacher and his parents, he would profit from another year's experience, he may be retained for another year or part of a year.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives. The time spent on each activity varies according to the needs and interests of individuals and the class as a whole.

Activity Category	Purpose
1. Motor activities a. Rhythm games b. Bouncing balls c. Skipping ropes d. Climbing, balancing, and hopping e. Riding tricycles	1. To develop motor skills and large muscles and to teach socially acceptable behaviors (taking turns, sharing, etc.)
2. Manipulative activities a. Painting and modeling with clay b. Buttoning, tying, and stringing beads c. Building with blocks d. Working puzzles e. Using large crayons	2. To develop small muscles and eye-hand coordination, to teach shapes, colors, and geometric patterns; to form a background for dramatic play; and to develop perceptual skills
3. Dramatic and imitative activities a. Housekeeping activities b. Impersonations of people in the family and community	3. To provide self-expression and fantasy exploration and to encourage taking turns and getting along with other children

Activity Category	Purpose
4. Language arts activities a. Listening to stories, songs, and poems b. Listening to what other children and teachers say c. Describing pictures, feelings, and experiences d. Playing word games e. Identifying names and objects	4. To develop listening, thinking, and speaking skills and to teach reading readiness (late in the year)
5. Scientific activities a. Making displays b. Conducting experiments using such things as leaves, cocoons, sand, water, magnets, and magnifying glasses c. Observing the sky, weather, growth of animals and plants, and simple machines	5. To increase the child's awareness and understanding of how and why things change; to expand his knowledge of his environment; to further stimulate his curiosity and imagination, and to increase his vocabulary
6. Mathematical activities such as counting games	6. To increase the child's knowledge of cardinal and ordinal numbers, of addition and subtraction, of the concept of time as it appears in calendars and clocks, of the concepts of money and measurement, of basic mathematical vocabulary, and of geometric shapes
7. Creative arts activities a. Painting, drawing, and modeling b. Eurhythmics c. Songs, poems, and finger plays	7. To develop the child's creative abilities and his sensory and aesthetic awareness, and to provide him with opportunities to express himself using various media
8. Social studies activities a. Making holiday decorations b. Having holiday parties c. Listening to stories and looking at pictures d. Having visits from people in community	8. To foster the child's interest in and awareness of geography, economics, sociology, anthropology, government, and the American heritage

Activity Category	Purpose
9. Play activities a. Individual and group games b. Free play	9. To further develop basic physical, emotional, social, and cognitive habits and skills; to develop the ability to take turns, to get along in groups, and to follow directions; and to provide the opportunity to let off steam
10. Miscellaneous activities a. Trips b. Snacks* c. Health activities	10. To further expose the child to a variety of learning experiences; to broaden awarenesses; and to teach basic habits, attitudes, and skills

* Snacks are not routinely provided. The teacher decides if she wants to include them in the class activity. At many schools children can purchase milk.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Functions	Duties
Associate Director of Instruction for General Elementary Education	Administration of the program	
Supervisor	1. Supervision of the program	a. Provides in-service training b. Helps teachers resolve problems c. Supplies ideas d. Reviews and recommends new materials if suitable
	2. Interpretation of the program	Helps kindergarten and first grade teachers understand how their programs relate to each other

Staff Member	Functions	Duties
Teacher	1. Motivation of students	a. Structures an environment in which children are free to experiment and are offered challenging social and intellectual experiences b. Reinforces desired behaviors
	2. Instruction of students	Evaluates the progress children are making
	3. Communication of program	a. Makes home visits b. Plans and conducts mothers' meetings (approximately eight each year)
Aide (in compensatory schools)	Provision of assistance to teacher	a. Performs clerical and housekeeping tasks b. Supervises the children and their activities under the teacher's direction

B. Intra-staff Communication and Coordination

1. Orientation of all teachers takes place two days before school opens in September.

2. Regular in-service training programs are attended by all teachers. Kindergarten teachers receive appropriate adaptations of the general theme.

3. New teachers attend nine workshops (18 hours) during their first or second year.

4. Curriculum committee meetings are held whenever it is necessary to develop or revise a course of study.

5. There are four or five meetings of kindergarten staff a year at which the program and procedures are reviewed, ideas are shared, and suggestions made.

6. The Kindergarten Teachers' Association meets for primarily social reasons.

7. Staff communicate by telephone and written memo when necessary.

C. Communication Between Program Staff and Others

1. Communication is maintained with other teachers through the following:

    a. Staff meetings
    b. Classroom visits
    c. Informal conversations in the teachers' room and at lunch

2. Communication is maintained with parents and the community through the following:

    a. Open houses
    b. Mothers' meetings
    c. Home visits
    d. PTA meetings
    e. Miscellaneous community organization meetings

APPENDIX C

Appendix C

PROGRAM DEFINITION RESPONSE FORM
KINDERGARTEN PROGRAM

1. Your relationship to the program (e.g., teacher, aide, school principal, etc.):

2. Your reaction to the definition meeting held on March 17:

3. Your reaction to the program definition issued by the Office of Research:

4. Your reaction to the Kindergarten Program (e.g., Do you believe it will work? Is it a worthy effort?):

APPENDIX D

Staff Reaction to the Kindergarten Program Definition

Comment	Teachers	Aides	Total
Very Comprehensive	14	4	18
Quite Comprehensive	15	6	21
A Helpful Guide	8	-	8
Too General	5	-	5
Redundant (Merely a restatement of common knowledge)	4	-	4
	46	10	56

5. LIBRARY AIDE PROGRAM

5. LIBRARY AIDE PROGRAM

Summary

The Library Aide Program has been operating in the public schools since 1966. The program was initiated to relieve the librarian of some nonprofessional activities by providing her with a paraprofessional aide.

The findings of the 1968 evaluation are in accord with those of the 1967 evaluation. In both years the librarians indicated satisfaction with the aides, but there was no statistically significant difference between the amount of professional activities of librarians in program and control schools. In the 1968 evaluation effort, an attempt was made to find a significant difference between program and control schools with respect to individuation of student-librarian interaction. No such difference was found.

More specific definition of librarian and aide duties and responsibilities is needed. Although the program has shown some success in providing librarian satisfaction and possibly in the extension of library services, it has yet to demonstrate effects in services to students.

Introduction

History of the Program

The librarian has special skills derived from her professional training. When the librarian has the additional resource of an aide, she can increase the benefits of her training to the school. Thus, the Library Aide Program has provided a paraprofessional aide to permit the librarian to devote more time to her professional duties.

Introduced during the 1965-1966 school year, the Library Aide Program was operational in 1966-1967 and 1967-1968 in 48 schools. Half of these schools were parochial, half were public. In addition to utilizing the professional training of the librarian more effectively, the provision of a paraprofessional aide is an attempt to expand the services of the library. For instance, the aide can read to the primary classes, thus bringing the library program in some schools to grades K-3.

Twenty-two of the public schools are elementary, and the evaluation efforts have focused primarily on these. The first year's evaluation, reported in the 1966 ESEA evaluation report, consisted of a preliminary examination of the scope and nature of library services provided by the program. The 1967 evaluation found no statistically significant difference between the amount of professional and nonprofessional activities performed by librarians with aides and a group of librarians without aides. Data for these findings were provided by a worksheet designed by the Office of Research and filled out by librarians over a two-week period. In conjunction with this, all the librarians were interviewed. Without exception, the aide was considered a valuable resource, and all program participants felt the program was successful. A representative comment by a librarian characterizes the program in the librarians' eyes:

> It is a worthy effort and I hope that it continues, but I would like to have the aide with me all the time.

Description of the Program

Elementary school libraries serve several purposes: providing special services to teachers, motivating students to read, and providing a book collection suitable to the needs of the teachers and students in the school. This encompasses a wide variety of duties--clerical, paraprofessional, and professional.

Generally students are scheduled to formal library classes beginning with the fourth grade. The schedule varies from one to three library periods per week with most students having three periods. Students in the primary grades are exposed to the library randomly as facilities are available.

Library experiences are designed to promote student interest in reading and to supplement the development of reading skills. This is accomplished by book lists, displays, bulletin boards, book talks by librarians and students, and by the librarians' reading aloud from books selected for their appeal to the age level and interests of students in the class. Students may borrow books from the library collection, and the librarian will assist them in the selection of appropriate material. Some library experiences are designed to give students exposure to using a library for study purposes, but students are also instructed in the use of the card catalog and reference materials in writing research papers, which prepares them for their later school work.

The library provides special services for elementary teachers such as obtaining books on inter-library loan from the public library, compiling bibliographies of books available in the library on selected subjects as requested by teachers, and aiding teachers in planning library research on special projects. The librarian maintains the library collection and advises in the selection of books to conform to the needs and interests of the school. Each elementary school library contains a basic collection of books recommended and purchased by the Carnegie Library Schools Department. Librarians may also order other books if they are of interest to the students.

The library is considered a special area of study in the Pittsburgh Public Schools because children are scheduled regularly several times a week for instruction. Formerly, the librarian was required to perform all duties involved in maintaining the library and serving the school needs. The introduction of library aides into elementary school libraries under

ESEA was aimed at expanding library services and releasing the librarian for more professional activities by relieving her of routine duties. The aide was assigned such duties as filing catalog cards, shelving books, preparing book displays, and charging books. As a result of the program library services are extended to the primary grades, individual students receive more attention, and library activities and book displays are more closely integrated with other school activities.

Elementary school librarians may be professional librarians or they may be professional teachers who have been assigned to the library. The majority are not trained librarians and receive training in library management and administration on the job. This in-service training is conducted by the Supervisor of the School Library Services. Turnover among new elementary school librarians is high. Some suspected reasons for this are the librarians' feeling overwhelmed by the amount of new material to be learned, their lack of interest in library work because of the many routine clerical tasks involved, and hostility from students at compensatory schools.

The library aide is a high school graduate who resides in the neighborhood. Since she is on the same socioeconomic and cultural level as the students, in many cases she can relate to them and establish rapport more easily than the librarian. One of the main duties of the library aide has been the extension of library services to the primary grades. She works closely with primary teachers and visits the primary classrooms on a regularly scheduled basis to read or tell stories to the students.

Quality of Program Design

On March 15, 1968, a panel meeting was held to assess the program definition. Present at this meeting were program and evaluation staff members and the head librarian at the Graduate School of Public and International Affairs at the University of Pittsburgh, invited as an outside expert. Substantial revisions in the program definition were the products of this meeting. These revisions have been incorporated into the definition (the most up-to-date version is included in Appendix A).

Two major shortcomings in the definition were recognized at the panel meeting but have not yet been rectified. First, there is a lack of specificity in guidelines for assigning duties to aides. For instance, if the aide reads to classes in the primary cycle, this activity is considered paraprofessional. Yet, while this has the benefit of relieving the primary teacher for other activities, it does not permit the aide to undertake the general and clerical duties which allow the librarian to engage in professional library activities.

The program director sees this circumstance as a "real dilemma." In a memorandum to the Director of Research dated June 4, 1968, she asks:

> How do we satisfy the need to live up to our purpose of using these women in a paraprofessional capacity if possible, and still free librarians from as many nonprofessional duties as possible?

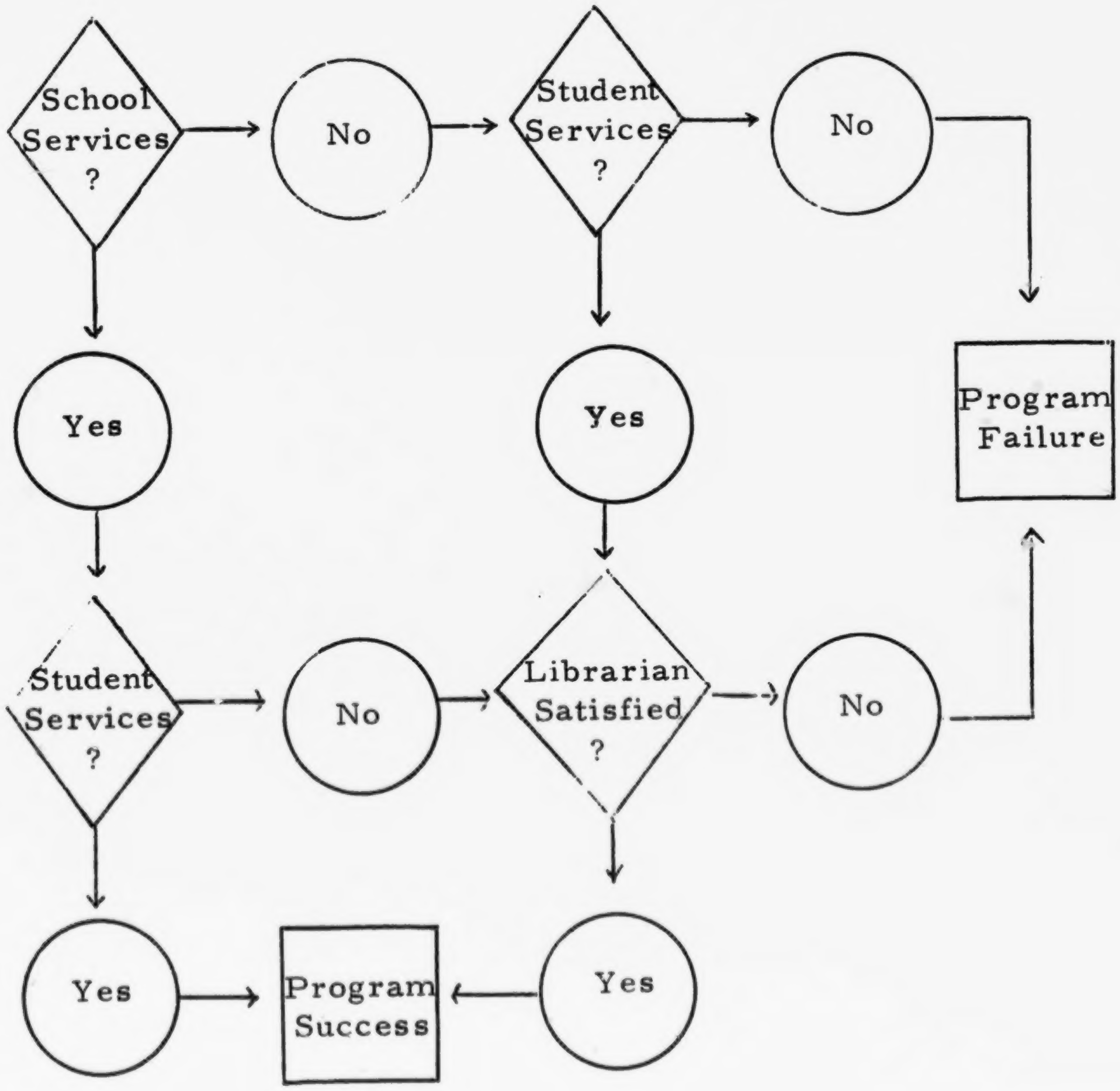
Regarding such a situation, it is necessary to specify guidelines for assignments.

The second major shortcoming of the present definition is a lack of program-wide standards and procedures for evaluating the performance of aides. The three major criteria for program success as stated in the definition are (1) contributions to the school, (2) contributions to the students, and (3) contributions to librarian satisfaction. The relationships between these criteria for program success can be schematized in the following way:*

---

*Proposed by consultant who is Instructor of Urban Affairs, Graduate School of Public and International Affairs, University of Pittsburgh.

Figure 1


School Services ?
No
Student Services ?
No
Yes
Yes
Program Failure
Student Services ?
No
Librarian Satisfied ?
No
Yes
Program Success
Yes

Until standards for evaluating the aide's performance are specified, it will be impossible to ascertain the contributions made to librarian satisfaction in any manner other than the impressionistic fashion provided by the anecdote recorded above.

Compatibility of Program with the School Environment

The Interview Schedule

An interview schedule was designed to test the compatibility of the Library Aide Program with its environment. The interview was conducted in nine schools. The criterion used in the selection of this sample was the field personnel's familiarity with the Library Aide Program. On the basis of information supplied by the Library Aide Supervisor, librarians having at least two consecutive years of experience in their assigned schools were identified for the interview. The rationale for using this selection criterion was that many questions could not be effectively answered by a librarian if she had not had experience in the library program before the advent of the library aides. Also, questions concerning such things as time, media, and facilities could only be effectively answered by program staff--with the possible exception of the principal.

Two schools, Lemington and Weil, were selected for the pretesting of the interview schedule. After changes indicated by the pretesting were incorporated into the instrument, librarians in these two schools were again asked the questions to ascertain whether their responses had changed. The instrument was then finalized (see Appendix B).

Findings of Interview Schedule

The respondents perceived no conflict between the program and other school programs and activities. The only serious problems mentioned were the lack of time for planning and task allocation and the lack of facilities, particularly typewriters. The specific findings follow.

As the Library Aide Program is a service program existing within the overall library program, librarians and library aides interviewed regard the program as compatible with their overall activities and do not see it as infringing upon other programs in their schools. When other programs such as the Nongraded Program or Team Teaching alter the operation of the Library Aide Program, the extent of their effect is negligible.

Students who participate in the library program also benefit from the Library Aide Program. Thus, student time did not need to be reallocated when the Library Aide Program was introduced.

Of the facilities listed that were not available for the efficient operation of the program, the typewriter was mentioned most frequently. Five librarians and five library aides felt that this piece of equipment should be readily accessible. However, when asked if the lack of this facility affected the program, six librarians and eight library aides answered "no." Thus, the typewriter is seen as a highly desirable, though not essential, item of equipment.

Eight librarians stated that they had noticed changes in the school since the Library Aide Program began. However, most of the respondents' comments centered around changes that had occurred in the library or in library services to the school. Four librarians stated that library materials were used more. They attributed this to a more immediate response to requests. The following responses are worth noting. Three of the 18 respondents felt that they did not have enough time to plan duties and activities. An additional seven respondents indicated that they had no fixed time and that the assignment of activities occurred whenever they got the chance. Two librarians indicated that they communicated with the aide by writing notes.

Program Operation

Development of the Observation Schedule

An observation schedule was developed to ascertain the proportion of individual versus small group and large group interaction with the librarian and the types of activities, categorized as professional and nonprofessional, in which the librarian engages under three treatment levels: (1) when an aide is assigned and present, (2) when an aide is assigned but not present, and (3) when an aide is not assigned (control group). (See Appendix C for the instrument rationale, a description of library activities, and a copy of the instrument.)

The decision to look at these aspects of the program was made because of the surprising findings of the 1966-1967 evaluation: no significantly different extent of professional activities was recorded by librarians in program schools and librarians in control schools. The fact that individualized interaction presents a major chance for the librarian to engage in professional activity further prompted investigation of this aspect of the program.

The instrument was pretested during the week of December 11, 1967 in five program schools maintaining full-time librarians. It was administered twice in each of the five libraries, once with and once without the aide present. In January 1968 the instrument was administered twice in all program schools, again, once with and once without the aide present. The variables time and class level were held constant. A response was entered in one of the categories of interaction at five-minute intervals within a 40-minute time span. Independence of observations was assumed. The time of each recorded response was also indicated. The selected time and class level were determined by the librarian's schedule and classes.

For this observation schedule only the coefficient of observer agreement was calculated. For 21 time units and four observers, the coefficient is 95 percent. It is doubtful whether other coefficients of reliability can be calculated for this instrument as the variance of the behavior observed does not permit the types of replication necessary for their calculation.

Findings of the Observation Schedule

The objectives of increasing individualization of interaction and increasing librarian professionalization were not achieved.

The following null hypotheses were formulated and tested:

1. There is no significant difference between program and control school librarians as to amount of individualization of student-teacher interaction.

2. There is no significant difference between program and control school librarians as to the amount of professional activities.

Neither research hypothesis is supported at $p > .10$, and the null hypotheses were accepted. The analysis of the data follows.

There were a total of 420 observations. These were analyzed over treatment levels and over interaction levels as follows: AP = aide present, NA = aide assigned but absent, NT = no aide assigned, WA = interaction with adult, NI = no interaction. Numbers in the left margin in Table 1 are the size of student groups.

TABLE 1

Frequencies of Observational Data Describing Student-Librarian Interaction

	Treatment Levels		
	AP	NA	NT
1	58	63	14
2-8	14	12	1
9+	63	83	20
WA	10	1	1
NI	35	33	12

chi-square = 5.645 n.s. $p > .25$

A note of explanation is in order. The test of significance was computed on the top three rows only, as the bottom two rows are complementary or residual categories for the top three rows. The analysis was designed to treat student interaction, so the restriction of the chi-square test to the top three rows is of no importance. The test indicated no significant differences. In other words, the physical presence or absence of the aide makes no difference in the amount of librarian interaction. More important, there is no significant treatment effect.

Two points might be made here. First, when the aide is physically present, the librarian spends about 5 percent of her time interacting with the aide. Second, the presence or absence of the aide and treatment effect have no significant effect on the librarians' "No Interaction" activities. This would indicate (and closer data analysis does show) that there is no significant difference in librarian preparation time as a function of the presence of the aide.

Only 328 observations were analyzed over treatment levels and portion of time devoted to professional-nonprofessional activities. These are shown in Table 2. (The observations made during the initial stages of instrument development did not permit classification on this dependent variable.)

TABLE 2

Frequencies of Observational Data
Describing Portion of Librarian Professional Activities

	AP	NA	NT
Professional	120	128	38
Nonprofessional	16	16	10

chi-square = 4.46 n.s. $p > .10$

The test of significance for Table 2 indicated no differential effects. This means that no significant treatment effect was evident in the dichotomized activities.

This is even more starkly seen when the data are dichotomized into treatment-nontreatment against professional-nonprofessional.

It was recommended that the Fisher Exact Probability Test be applied to the professional-nonprofessional data, to adjust for the skewed marginal distributions. As is shown in Table 3, we then have

TABLE 3

Dichotomized Observational Data
Describing Portion of Professional Activities

	Aide Assigned	No Aide Assigned
Professional	248	38
Nonprofessional	32	10

The Fisher Exact Probability Test also indicated that there were no significant differences between the treatment levels at $p > .10$. Thus we conclude that there are no significant program effects, either as measured by increase in interaction or in professional activities.

Discussion and Conclusions

The Library Aide Program appears to be well received by the librarians. In the 1967 evaluation data, it was found that aides read aloud to children 7.9 percent of their time during a two-week period in schools where librarians do not have teaching assignments and 3.7 percent of their time in schools where librarians teach. By facilitiating the extension of library services to grades K-3, the aides provide a service to some schools.

In other areas research findings are consistently negative. Panel judgments indicate a need for more in-service training, particularly in the areas of roles and duties. This would include a need for more extensive in-service training for aides. More specificity in the definition of roles and duties would also seem to be appropriate. It is possible to trace the lack of significant treatment effects, to a great extent, to the shortcomings of training and role specificity.

As diagrammed previously, the program has three major criteria of success: (1) providing services to schools, (2) providing services to students, and (3) increasing librarian satisfaction. The third criterion would impressionistically appear to be satisified, although more specificity is desirable. The extension of library services to grade K-3 would appear, at least in some schools, to contribute to the first criterion. Therefore, the program would do well to address itself to the second area in the future.

APPENDICES

APPENDIX A

Library Aide Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The librarian has certain special skills derived from her professional training. When she is occupied with tasks which do not require specialized skills, the school does not receive maximum benefit from her training. In response to this problem, an in-service program has been instituted to develop paraprofessionals (library aides) to undertake those library functions not requiring professional training. Consequently the librarian can devote an increased portion of her time to professional activities and more work can be completed at less cost.

II. Scope

A. Number of Schools Involved

Forty-eight schools presently have the Library Aide Program. Twenty-four of these are public, 24 are parochial. This definition covers only the public schools, 22 of which are elementary schools.

B. General Description of Staff

Each of the 24 public schools in the program has the services of one librarian and one aide. The aide divides her time between public and parochial schools.

OUTCOMES

I. Major Objectives--changes expected to occur as a result of the program

A. Terminal Objectives--the things program participants (librarians and library aides) are able to accomplish at the end of the program which demonstrate the success of the program

This is a service program existing within the overall library program. The terminal objectives relate to the Library Aide Program's effect on the library program. These objectives will justify the existence of a service program within the context of the larger program.

Criteria of success for the Library Aide Program:

1. Benefits to the librarian

   The librarian feels increased satisfaction in her work. (The program director feels this to be the most important goal of the program).

2. Services to the school

   a. Library services to teachers are given more promptly.

   b. The quantity and quality of services to teachers and other professionals are increased.

   c. Cooperation of the professional staff with the librarian is increased as evidenced by the following examples: (1) books are returned to the library more promptly; (2) the librarian is more often given advance notice of anticipated library use.

   d. The library is more attractive and neat as shown by the following: (1) books are properly placed on shelves; (2) bulletin boards are topical and attractive; (3) chairs are in place; (4) litter is controlled.

3. Services to the student

   a. The quality and frequency of individual interaction between students and adults in the library are increased.

   b. More individual reading guidance is provided.

   c. More individual instruction in the use of the library is provided.

   d. Certain types of new library services are extended to grades K-3 in some schools and also to special education classes in some schools.

B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

The existence of any program in a school must ultimately be justified in terms of student benefits. The ultimate objectives of the Library Aide Program are the changes that will occur as a result of the activities performed for the student's benefit by the librarian and the library aide as they work with other programs operating within the school.

1. The student will develop a more favorable attitude toward the care and handling of books.

2. The student will increase his knowledge of the use of books and other library materials.

3. The student's reading achievement will show improvement.

4. The student will become increasingly interested in reading, an activity which he will pursue more frequently and more selectively.

II. Enabling Objectives--the skills, attitudes, and information which librarians and library aides must acquire during the program to ensure the accomplishment of the major objectives

Clearly defined roles for the librarian and the library aide must be established and executed for the major objectives to be accomplished. The differentiation of roles will be demonstrated by the following criteria:

A. The librarian's and library aide's knowledge of their defined duties is demonstrated by a minimum of overlap in the performance of their respective duties.

B. The librarian devotes a larger portion of his/her time to professional duties.

C. The library aide is performing neither professional duties nor solely clerical duties, although the latter may account for most of her time. Within these constraints specific allocation of the aide's time is dependent upon the librarian's perception of library needs.

Ideally an aide should be able to demonstrate all the skills listed under the category "Essential," below. In addition, according to the wishes of the librarian and the capabilities of the aide, the latter may be seen demonstrating any of the skills listed under the second category "Nonessential." The criteria of successful performance are speed and accuracy as judged by the librarian.

Essential

1. In record keeping, the aide should demonstrate the following skills:

    a. Apply the correct procedures as outlined in the "Handbook for Elementary School Library Aides" when keeping records

    b. Possess knowledge of the Dewey Decimal Classification System for referring to the card catalog and locating and shelving books

    c. Easily refer to her records for circulating and discharging books

    d. Take inventory, under the supervision of the librarian

2. In filing, the aide should demonstrate the following skills:

    a. Apply the correct procedures as outlined in the "Handbook" when filing shelf list cards (pp. 3-8) and catalog cards (pp. 3-8)

  - b. Follow the system of the individual librarian for filing book jackets
  - c. (Nonessential) Follow the correct system for filing pamphlets by subject headings

3. In preparing new books, the aide should be able to do the following:
  - a. Make neat and smooth fitting plastic jackets using the correct tape
  - b. Stamp the name of the school squarely in the correct place

4. In performing various housekeeping functions in the library, the aide should be able to do the following:
  - a. Mend and repair books neatly, using the proper materials
  - b. Keep the library neat and attractive by straightening shelves, tables, and chairs
  - c. Arrange books on shelves according to the Dewey Decimal Classification System

Nonessential

1. In working with children under the direction of the librarian, the aide should be able to do the following:
  - a. Choose an appropriate picture book with pictures large enough to be easily seen
  - b. Read in a well-modulated voice
  - c. Listen attentively while children read
  - d. Locate children's book requests with facility

2. When typing or copying charging cards and book lists by hand, the aide should demonstrate accuracy and correct form.

3. In arranging the bulletin boards and book displays, the aide should demonstrate the techniques outlined in the "Handbook" (pp. 10-11).

4. In operating audiovisual equipment, the aide should be able to correctly thread the film and filmstrip projectors.

III. Other Benefits--benefits expected to accrue to teachers, parents, the school, and the community as a result of the program

A. Opportunities for enrichment of the total school program will be increased.

B. A beneficial effect on discipline will result from the aide's presence.

C. A link between the school and the community will be provided by the aide.

D. Racial prejudice may be decreased through the influence of the aide.

ANTECEDENTS

I. Participants (librarians and library aides)

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

1. The 24 librarians in the program were selected to participate by virtue of their being librarians in qualifying ESEA schools.

2. Aides are selected on the basis of a high school degree and preferably residence in the neighborhood of the school. They are chosen from names presented by the Community Action Program's local office. No minimum level of reading ability is established.

B. Entering Behaviors--characteristics of participants (librarians and library aides) that must be changed or modified during the course of the program in order to meet the terminal objectives

1. Most elementary librarians are trained on the job. Because much of the librarian's time is devoted to nonprofessional activities and duties, she does not have enough time to spend with individual children and is unable to provide adequate services to the school.

2. The library aide has little or no training in the skills and techniques necessary for her paraprofessional role.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director, School Library Services	1. Pennsylvania teaching certificate 2. Master's degree in library science	
Supervisor, School Library Services	1. Pennsylvania teaching certificate 2. Master's degree in library science	
Librarian	1. Pennsylvania teaching certificate 2. At least 12 hours credit in library science preferred	
Library Aide	High school degree	Residence in neighborhood preferred

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

Principals in the participating schools support the Library Aide Program through their general cooperation and by arranging or scheduling library aides' visits to grades K-3 to read picture books.

B. Human Resources--nonadministrative and nonstaff personnel whose contributions and cooperation are necessary to the operation of the program

Teachers in the individual schools support the Library Aide Program by utilizing its services. Teachers of grades one through three provide additional support by allotting time for the aide to visit their classes to read picture books.

C. Media--the materials, supplies, and equipment required for program activities

The media required for this program are already part of the ongoing library program in each school. In addition to regular library resources, a typewriter is the only equipment desirable (but not essential) for the Library Aide Program.

D. Facilities

The main facility required for the Library Aide Program is a well-equipped, permanent library with adequate storage space in the school.

IV. Time Constraints

The public school librarian has the services of the aide only 50 percent of the time. The aide divides her time equally between a public and a parochial school, spending two scheduled days per week at each and alternating Fridays between the two.

The program runs concurrently with the school year.

PROCESS

I. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff functions and duties are presented in the following pages with their designated levels. The levels have been assigned for the following purposes:

General: To identify the degree to which the assistance of the library aide relieves the librarian of routine duties

Paraprofessional: To identify the extent to which the role of the library aide is not exclusively clerical

Professional: To determine the extent to which the librarian is performing professional duties

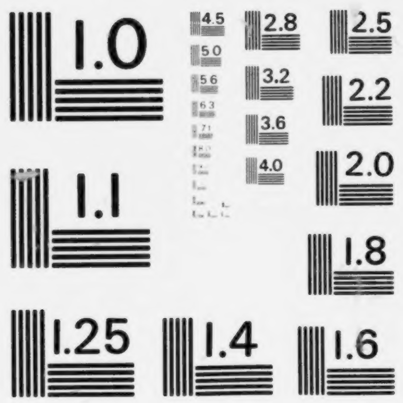
Staff Member	Functions	Duties	Level
Director, School Library Services	1. Administration of the program	Consults with supervisor	
	2. Training and supervision of librarians		
Supervisor, School Library Services	1. Guidance of librarians	a. Visits library and observes librarian b. Offers suggestions c. Helps solve problems	
	2. Instruction of librarians	Demonstrates instructional practices and techniques	
	3. Provision of in-service training for library aides	a. Instructs new aides individually for two days in a public school b. Assigns an experienced aide to assist in the training of a new aide (during one of two days mentioned in 3a above) c. Plans and holds at least two in-service meetings a year	
	4. Coordination of the program between parochial and public schools	a. Provides for an exchange of ideas between parochial and public schools b. Sets up the schedule for library aides dividing their time equally between public and parochial schools	

Staff Member	Functions	Duties	Level
Librarian	1. Motivation of children to use the library	a. Gives book talks	Professional
		b. Assists children in book selection	Professional
		c. Reads to children to develop their appreciation of literature	Professional
		d. Counsels children in their reading to help them select books which encourage reading growth (individual reading guidance)	Professional
	2. Instruction of children	a. Designs and implements a variety of group and individual learning experiences	Professional
		b. Supervises student assistants	Professional
		c. Provides individual guidance in use of reference materials	Professional
	3. Provision of services to classroom teachers	a. Contacts classroom teachers to provide library experiences related to classroom experiences	Professional
		b. Prepares bibliographies	Professional
		c. Advises teachers about books or references	Professional
	4. Development of the library collection	a. Reviews and evaluates new books on the basis of children's interest, use in the curriculum, and grade levels for possible purchase	Professional
		b. Selects new books from a prepared list	Professional

4 OF 7

ED

032364


1.0
4.5
5.0
5.6
6.3
7.1
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

④

Staff Member	Functions	Duties	Level
	5. Supervision of library aides	a. Meets with aide in morning, during preparation periods, or whenever convenient, to plan the aide's activities	Professional
		b. Provides evaluative information about the aide to the supervisor upon request	Professional
		c. Provides reinforcement in the training of new aides	Professional
Library Aide	1. Provision of library services to students and teachers	a. Collects teachers' book requests	General
		b. Delivers books to teachers	General
		c. Collects books due back in the library	General
		d. Locates books on shelves to fill requests	Paraprofessional
		e. Fills emergency orders for books	Paraprofessional
		f. Collects and fills children's requests for books when identified by title	Paraprofessional
		g. Prepares and shelves new books promptly	General
		h. Visits classroom to deliver books to primary grades	General
		i. Reads picture books to children	Paraprofessional
		j. Visits classrooms to obtain teacher requests for library materials	General

Staff Member	Functions	Duties	Level
Library Aide (contd.)		k. Listens to individual students read	Paraprofessional
		l. Provides informal assistance and guidance in location and proper placement of books	Paraprofessional
	2. Dissemination of library information	a. Communicates arrival of new books through: 1. Posting of lists 2. Arrangement of book displays	Paraprofessional
		b. Prepares lists of books on various subjects from librarian's master	General
	3. Maintenance of library	a. Arranges and tidies shelves	General
		b. Shelves books and revises shelves	General
		c. Plans and arranges bulletin boards	Paraprofessional
		d. Does simple mending	General
		e. Replaces used charging cards	General
	4. Provision of technical and clerical services to the library	a. Makes new cards	General
		b. Files cards	General
		c. Types	General
		d. Takes inventory	General
		e. Collects overdues and fines	General
		f. Prepares records for books to go to bindery	General

Staff Member	Functions	Duties	Level
Library Aide (contd.)		g. Counts circulation	General
		h. Locates lost books	General
		i. Makes records of loans	General
		j. Prepares and reproduces library instructional materials	General
		k. Procures and operates audiovisual materials	General

B. Intra-staff Communication and Coordination

1. Aides receive their directions or instructions directly from the librarians, orally or in writing. The aide reports to the librarian and asks for assigned duties.

2. The supervisor visits the libraries, consults directly with librarians, and is available at any time by telephone.

3. Aides are free to contact the supervisor whenever any problems arise.

4. The director and supervisor work closely and consult frequently.

C. Communication between Program Staff and Others

The supervisor makes informal contact with teachers and/or principals to arrange the visits of the aide to primary classes to read picture books.

APPENDIX B

INTERVIEW SCHEDULE FOR LIBRARIANS
LIBRARY AIDE PROGRAM (STAGE I) 1967-1968

Date of Interview____________________ Interviewer__________________

THE OFFICE OF RESEARCH IS CONDUCTING THIS INTERVIEW FOR THE PURPOSE OF FINDING OUT HOW THE LIBRARY AIDE PROGRAM FUNCTIONS WITHIN ITS ENVIRONMENT AND TO DISCOVER WHAT EFFECT THE SCHOOL ENVIRONMENT HAS ON THE LIBRARY AIDE PROGRAM.

YOUR IDENTITY WILL BE REVEALED TO NO ONE. OUR PURPOSE IS ONLY TO OBTAIN A CONSENSUS OF OPINION.

1. Do you and your library aide have time to discuss, prepare, and plan daily library duties and activities? If not, how does this affect the program? If so, when is this time available?

____ a. If the respondent answers no:

____

____

____

____ b. If the respondent answers yes:

____ (1) Before school each scheduled morning of work
____ (2) Every __ a schedule is prepared for the following week
____ (3) During preparation periods
____ (4) After 3:30
____ (5) No fixed time (whenever we get a chance)

2. What facilities and materials are not available for the efficient operation of the Library Aide Program?

____ a. None
____ b. Typewriter
____ c. Workspace or workroom
____ d. Booktrucks
____ e. Other (current pictures and bulletin board materials, vertical files, film strips and slides)

3. Is this program affected by the availability of facilities and materials? If yes, how?

____ a. No
____ b. Yes

(1) Workspace or workroom
____
____

(2) Typewriter
____
____

(3) Booktrucks
____
____

(4) Other (current pictures and bulletin board materials, vertical files, film strips and slides)
____
____

4. What change(s), if any, have you noticed in the school since the Library Aide Program began?

____ a. None
____ b. Specific examples

____ (1) ____________________
____
____

____ (2) Other ____________________
____
____

5. Have there been any changes in the scheduling of library periods since the beginning of the Library Aide Program? What are they?

____ a. No
____ b. Record any changes

____ (1) ____
____
____
____

____ (2) Other

____
____
____
____

6. Have there been any programs or activities initiated in your school that were made possible as a direct result of the Library Aide Program?

____ a. No
____ b. Specific examples of activities or programs
____
____
____

____ c. Other
____
____

7. Are there any school programs or activities which conflict with the Library Aide Program in terms of:

____ a. Availability of materials and facilities

____(1) Yes ____
____(2) No ____

____ b. The scheduling of periods for reading picture books to classes in grades 1-3

____(1) Yes ____
____(2) No ____

____ c. Planning work schedule of library aide

____ d. Other ____

8. In view of all we have discussed today and adding anything I have omitted, what is your opinion of the Library Aide Program?

____
____
____
____
____
____
____
____

INTERVIEW SCHEDULE FOR LIBRARY AIDES
LIBRARY AIDE PROGRAM (STAGE I) 1967-1968

Date of Interview______________________Interviewer__________________

THE OFFICE OF RESEARCH IS CONDUCTING THIS INTERVIEW FOR THE PURPOSE OF FINDING OUT HOW THE LIBRARY AIDE PROGRAM FUNCTIONS WITHIN ITS ENVIRONMENT AND TO DISCOVER WHAT EFFECT THE SCHOOL ENVIRONMENT HAS ON THE LIBRARY AIDE PROGRAM.

YOUR IDENTITY WILL BE REVEALED TO NO ONE. OUR PURPOSE IS ONLY TO OBTAIN A CONSENSUS OF OPINION.

1. Do you and the librarian have time to discuss, prepare, and plan daily library duties and activities? If not, how does this affect the program? If so, when is this time made available?

____ a. If the respondent answers no:

____
____
____

____ b. If the respondent answers yes:

____ (1) Before school each scheduled morning of work
____ (2) Every ___ a schedule is prepared for the following week
____ (3) During preparation periods
____ (4) After 3:30
____ (5) No fixed time (whenever we get a chance)

2. What facilities and materials are not available for the efficient operation of the Library Aide Program?

____ a. None
____ b. Typewriter
____ c. Workspace or workroom
____ d. Booktrucks
____ e. Other (current pictures and bulletin board materials, vertical files, film strips and slides)

3. Is this program affected by the availability of facilities and materials? If yes, how?

____ a. No
____ b. Yes

____ (1) Workspace or workroom
____
____

____ (2) Typewriter
____
____

____ (3) Booktrucks
____
____

____ (4) Other
____
____

4. Have there been any programs or activities initiated in your school that were made possible as a direct result of the Library Aide Program?

____ a. No
____ b. Specific examples of activities or program

____ (1) ______________________________
____
____

____ (2) Other ______________________________
____
____

5. Are there any school programs or activities which conflict with the Library Aide Program in terms of:

____ a. Availability of materials and facilities

____ (1) Yes

____

____ (2) No

____

____ b. The scheduling of periods for reading picture books to classes in grades 1-3

____ (1) Yes

____

____

____ (2) No

____

____

____ c. Planning your work schedule

____ (1) Yes

____

____

____ (2) No

____

____

____ d. Other

____

____

6. In view of all we have discussed today and adding anything I have omitted, what is your opinion of the Library Aide Program?

____

____

____

____

____

APPENDIX C

RATIONALE FOR OBSERVATION SCHEDULE

One of the most obvious techniques of gathering data in educational research is direct observation. But, because of several problems in applying observational techniques to the school situation, direct observation is much less used than one might expect. There are three basic problems: (1) direct observation is expensive and requires extensive time and trained observers, (2) the presence of an observer may create an interaction, where the behavior of the observed is modified as a reaction to the entrance of the monitor, and (3) problems of economy have, in the past, reduced the number of locations to be observed to the point that sampling problems become acute.

Nevertheless, it is being increasingly realized that observational techniques are a necessary tool for the evaluator and that an attempt must be made to develop meaningful observation methods.

The problems encountered when one designs an observation instrument and trains the monitors are the following: (1) What does one observe? (2) How does one observe? and (3) When does one observe? The first problem is apparently solved if one observes time units rather than behavior units. Observer fatigue and category contamination vitiate attempts to maintain an observation schedule based on behavior units. If, for example, a strict time schedule is established making one observation every two minutes, observations do not suffer from category change.

How one observes seems to require an intentional, rather than a behavioral (black-box), conceptual framework for the observer. This is in the tradition of Withall (1949). For instance, if a teacher is lecturing to a class and asks a question, her intent is to sample the "group behavior" by calling on one child, rather than to "individualize instruction." Unless one is clear on this matter, categorial confusion arises.

Since one is observing time units rather than behavior units, the question of "when does one sample?" becomes a problem of the sampling design in toto.

DEFINITION OF CATEGORIES

The categories used in the observation schedule were the following:

1. Librarian Verbal Interaction with One Student--verbal interaction in a non-lecture-type situation with one student who has not been selected at random; purposely digressing in a lecture-type situation with the intention of speaking solely to a single student

2. Librarian Verbal Interactions with 2-8 Students--same as the first category but with the designated number of students

3. Librarian Verbal Interaction with 8+ Students--verbally interacting in the following situations:

    a. Lecturing-- to eight or more individuals
    b. Asking questions-- about content or procedures to eight or more students with the intent that any one student might answer
    c. Giving directions-- commands or orders directed toward eight or more individuals
    d. Disciplining-- statements directed at more than eight individuals in order to change nonacceptable behavior to acceptable patterns

4. Librarian Verbal Interaction with Aide or Adult--any verbal interaction with the library aide or any adult

5. No Interaction

    a. Librarian is present-- librarian is not verbally interacting with anyone even though she is present in the room
    b. Librarian is not present-- librarian is not verbally interacting with anyone as she is not present in the room
    c. Students not present-- no students were present during part of the observation time

CLASSROOM ACTIVITIES OF LIBRARIAN

Definition of Classroom Activity or Activities of Librarian--the classroom activity or activities which the observer can discern through the librarian's behavior or through questioning the librarian on her intended purposes for the class

Recorded activities were taken from those indicated on a standard list of librarian activities. Notation was made of whether the classroom activity centered around a lecture or a non-lecture-type situation.

LIBRARIAN ACTIVITY	DESCRIPTION
1. Instruction in the use of the library	Planned lessons on reference tools, classification, card catalog, and the proper use of library facilities and materials in a lecture-type situation
2. Giving book talks	Planned activities in which information about specific books is presented either formally or informally in a lecture-type situation
3. Assisting children in book selection	Taking into account an individual child's reading level and interest when helping him select a specific book. This selection could be for the purpose of conducting a free reading period or putting a book on reserve or in circulation. An example of recording an activity in this category would be: Assisting children in book selection-free reading

LIBRARIAN ACTIVITY	DESCRIPTION
*4. Individualized reading guidance	Helping an individual child choose a specific book, taking into consideration a planned, long-range program that meets the needs of the child
5. Assisting children with reference work	Providing children with assistance and guidance in location skills within the reference tool
6. Disciplining pupils	Statements or actions intended to change student behavior from non-acceptable to acceptable patterns
7. Supervising student assistants	The assignment of jobs to students and examination of the completed assignment
8. Advising teachers about books or references	Providing teachers with information about available materials, either through booklists or through oral communication
*9. Planning library lessons and instructional materials	The long- and short-range goals which the individual librarian considers when preparing for daily lessons
10. Supervising library aides	Assigning, planning, and evaluating the work of the library aide

---

* These activities cannot be determined through observation of the librarian's behavior, but rather through questioning the librarian about her intended purposes.

LIBRARIAN ACTIVITY	DESCRIPTION
*11. Preparing bibliographies	Preparation of booklists on specific subjects for use by the classroom teacher and pupil
*12. Selecting new books from prepared lists	The process of selecting new books through an assessment of the library collection with the intention of meeting the needs of teachers and pupils within the particular school
*13. Evaluating new books for possible order	The reading and writing of reviews of new books by the librarian with the assistance of teachers and pupils
14. Reading aloud	Reading to intermediate and upper-grade classes or to primary classes that are scheduled to the library in order to introduce a book or poem for appreciation

---

* These activities cannot be determined through observation of the librarian's behavior, but rather through questioning the librarian about her intended purposes.

CLASSROOM ACTIVITIES OF LIBRARY AIDE

Definition of Classroom Activity or Activities of Library Aide--the activities which the observer can discern through the aide's behavior or through questioning the aide on her intended activities

The recorded activities were taken from those indicated on a standard list of library aide activities. Notation was made as to whether or not the library aide was verbally interacting with children during the observation time. Any other background information which might be pertinent in the analysis of these data was recorded.

LIBRARY AIDE ACTIVITY	DESCRIPTION
1. Reading aloud	Reading picture books to primary grades
2. Listening to children read	Listening to children read with interest and without interruption
3. Planning and arranging bulletin boards	Selecting or producing materials for display; physically arranging materials for display
4. Planning and arranging book displays	Same as item three
5. Gathering materials for classes	Locating requested books through the card catalog or the Dewey Decimal System
6. Gathering books for prepared bibliographies	Locating books through the card catalog or the Dewey Decimal System

LIBRARY AIDE ACTIVITY	DESCRIPTION
7. Providing children with informal guidance and assistance in book location	Obtaining a requested book or showing the book's location to the child
8. Circulating books to children (charging in and out)	Lending books from the library, which includes charging in and out
9. Locating lost books	Checking shelves and records for lost books
10. Collecting overdues and fines	Collecting overdue books from children and obtaining the payment of fines
11. Shelving books	Shelving new books according to the Dewey Decimal System; shelving those books coming in through circulation and loans to teachers
12. Revising shelving	Physically changing shelves to ensure perfect order and accessibility to children
13. General clerical duties (making new cards, filing cards, typing)	Typing or filing cards or lists
14. Record keeping	Performing those functions necessary for the record keeping of new books, temporary loans, loans to classrooms, and books that go to the bindery

LIBRARY AIDE ACTIVITY	DESCRIPTION
15. Delivering or collecting materials from classes	The physical act of collecting or delivering library material
16. Returning of temporary loans to Schools Department	The clerical and packing procedures involved in returning temporary loans to the Schools Department
17. Preparing new books for the shelves	Stamping, filing cards, and putting plastic covers on new books
18. Preparing books for the bindery	The clerical and packing procedures involved in sending books to the bindery
19. Housekeeping activities	Doing simple mending, putting in new pockets or date slips, keeping the library neat and attractive, performing such activities as straightening shelves, chairs, tables, etc.
20. Preparing and reproducing library instructional materials	Typing a ditto from a master, duplicating a ditto on a machine and producing charts
21. Taking inventory	Checking books against the librarian's shelf list (a file of cards which is usually arranged in the order in which the books are found on the shelves) to discover which books are lost, under the supervision of the librarian
22. Procuring and operating audiovisual equipment	Obtaining and threading film and filmstrip projectors

LIBRARY AIDE PROGRAM OBSERVATION SCHEDULE

School ______________________________

Observer ______________________________

WITH AIDE

Day________ Date__________ Time________
Grade____________ Visit #____________
Intended Classroom Activity(ies)________
____

Type of Librarian Verbal Interaction with Students

1	

2-8	

8+	

Non-Student Verbal Interaction

With Aide	

With other Adult	

No Verbal Interaction

Librarian present	

Librarian not present	

Students not present	

Aide Activity: ____________________
____

WITHOUT AIDE

Day________ Date__________ Time________
Grade____________ Visit #____________
Intended Classroom Activity(ies)________
____

Type of Librarian Verbal Interaction with Students

1	

2-8	

8+	

Non-Student Verbal Interaction

With Aide	

With other Adult	

No Verbal Interaction

Librarian present	

Librarian not present	

Students not present	

6. PREPRIMARY PROGRAM

6. PREPRIMARY PROGRAM

Summary

The Preprimary Program was initiated in 1964 as a crucial first step in the Pittsburgh Board of Public Education's plans for a city-wide program of compensatory education for children from culturally and economically deprived neighborhoods. The program is designed to contribute to the physical, emotional, social, and intellectual development of disadvantaged three- and four-year olds in such a way as to improve their chances of succeeding in school.

Evaluation activities during the 1967-1968 school year focused on expansion of the program definition and on examination of the manner in which the program is being implemented in the field. Both a lack of specificity in those sections of the definition dealing with academic skills and teacher behavior and also variations in the operating program were identified as impediments to overall program effectiveness.

At present the major strength of the program appears to be the contribution it is making to the socioemotional maturation of participants; participants have done no better on standard reading readiness and first grade reading tests than disadvantaged children who did not participate in the program.

Introduction

History of the Program

The Preprimary Program in the Pittsburgh Public Schools provides three- and four-year olds from the city's poverty neighborhoods with a "head start" intended to improve their chances of succeeding in school. In broad terms the program seeks to contribute to the total development of these children by exposing them to a variety of learning experiences and activities in an environment which is appropriate to their age and background.

The Preprimary Program began in 1964 as a pilot project in one school, funded by the Ford Foundation. The program was expanded to seven schools that year financed by the Ford Foundation who committed themselves to the support of the program in 21 schools for three years. In 1965 the Office of Economic Opportunity assumed major responsibility for the program's financing, and the program has expanded steadily since. In the 1967-1968 school year it included 58 operating units attached to 45 elementary schools serving close to 2000 children. In addition to the mainline units, three units at Frick School were part of an experimental curriculum development project sponsored jointly by the General Learning Corporation, the University of Pittsburgh, and the Board of Public Education (see Appendix A for a list of all units).

Evaluation activities to date have concentrated on the development of instruments with which to measure the impact of the program on participants, an analysis of the program design, and an assessment of the manner in which the program is being implemented.

During the 1965-1966 school year, a brief examination of the nature and scope of the program was completed as well as preliminary designs for a rating scale and a diagnostic test with which to assess the strengths and weaknesses of individual children in the areas of socioemotional maturation and cognitive development. A longitudinal testing program, designed to determine the impact of the Preprimary Program on participants with below average verbal functioning, was also initiated.

A more detailed analysis of the program design was carried out during the 1966-1967 school year and reported in the Evaluation Report 1967 Volume 1. The analysis indicated that uniform program development was hampered by ambiguity in the overall statement of objectives and lack of specificity concerning the sequencing of classroom activities. Observations in several schools and interviews of program and nonprogram staff showed no significant incompatibilities between the Preprimary Program and other instructional and service programs being administered by the Board of Education. A possible relationship between participation in the program and socioemotional maturation accompanied by a marked improvement in verbal intelligence was suggested by data from socioemotional scales and the Peabody Picture Vocabulary Test.

During the 1967-1968 school year representatives of the program staff and the Office of Research worked together to develop a more specific list of objectives for the program and to further refine the socioemotional scales. Observations were also conducted in many classrooms to determine the extent to which the program as it has been defined is actually being implemented in the city's schools. This report contains the results of these activities and observations.

Description of the Program

The Preprimary Program serves disadvantaged three- and four-year olds in a variety of ways, all of which are intended to make the children's first formal educational experiences as successful and rewarding as possible. The program provides them with a unique opportunity to play and work independently and in small groups with appropriate direction and guidance from adults who are sensitive to their immediate needs and special interests. In the process, the children are expected to begin to develop the socioemotional attitudes and the fundamental cognitive skills on which success in school is thought to depend. Participants also benefit from nutritious snacks and meals, access to diagnostic health services, and excursions designed to further acquaint them with people, places, and things in the neighborhoods and the city in which they live. Parental involvement in the instructional program and in special weekly meetings is actively encouraged.

Potential enrollees are identified in qualifying neighborhoods by school community agents and screened at each school by a selection committee usually consisting of the agent, the preprimary teacher, and the school principal. Final selection is made on the basis of need defined in terms of such criteria as: instability of family income or extremely limited family income, a one-parent family, a large family, three or more preschool-aged children in the family, a working mother, a child being raised by an older person, chronic illness or a history of learning problems in the family, dilapidated housing, crowded living conditions, and other conditions which suggest deprivation and a need for compensatory education. A limited number of children with physical, emotional, or mental handicaps are usually also accepted.

Preprimary units are ordinarily housed in existing school buildings or in adjoining demountable classrooms. In some cases, however, they occupy space made available to the Board by neighborhood service and religious organizations.

Each preprimary classroom unit is staffed by a teacher, an aide, and usually one or more volunteer workers. Recently an additional aide has been assigned to a number of units to help prepare and serve snacks and meals.

A few preprimary teachers are specialists in child development or early childhood education, but the majority are women with degrees in other fields who have had experience working with children. All teachers receive preliminary and in-service training in sociology, psychology, child development, and in how to make creative use of musical and/or artistic skills. Special sessions were held during the 1967-1968 school year to acquaint new teachers with appropriate ways of conducting parents' meetings and home visits. Continuing seminars in sociology of poverty, mental hygiene, child development, and program skills were also presented.

Teacher aides are expected to have a high school education and to live in the neighborhood served by the school. They help teachers make the necessary preparations for various classroom activities, perform housekeeping duties, and assist children and oversee their activities under the teachers' supervision. A number of classes also benefit from the services of one or more volunteers or interns from educational training institutions in the city. To the extent that these people are able to reach out to children who need a "special lap" or an "encouraging hand," they perform an invaluable function in busy preprimary classrooms.

In addition to classroom personnel, the program is served by an auxiliary staff made up of an itinerant story-teller, an art consultant and a team of eurhythmics instructors. The art consultant does not deal directly with children, but serves as a resource person from whom teachers can get advice about appropriate materials and activities. The eurhythmics instructors, on the other hand, visit preprimary classrooms twice each week. Equipped with rhythm instruments and puppets, these versatile musicians teach the children to listen to music and to follow the directions inherent in it. Most children seem to welcome the brief musical interlude in their daily schedule of activities. In the process they develop improved bodily coordination and learn to discriminate among various rhythms in both music and the spoken word.

Preprimary classes are organized around a curriculum that has been built up over the years in the best kindergartens, nursery schools, clinics, and day care centers across the country. A concerted effort is being made in the Pittsburgh Public Schools, however, to refine the content, if not the form, of many of the prescribed activities to meet the special needs of the three- and four-year olds from disadvantaged neighborhoods.

Preschoolers attend classes in groups of not more than 20 for half a day four days a week throughout the school year. Fridays are generally used for parents meetings, in-service training for teachers and aides, home visits, and record keeping.

A typical day usually begins with breakfast or lunch, depending on the time of day. This is followed by a free-play period in which the children avail themselves of standard materials and facilities including unit blocks, large muscle equipment, books, table games, creative art materials, a housekeeping corner containing child-sized furniture and appliances, and a dress-up corner well stocked with a variety of hats and other kinds of wearing apparel. After cleanup, in which children often help to put the room in order, and toileting, the children sit down to a specially prepared snack which supplements breakfast or lunch. The snack consists of cookies and milk, fruit with cheese, or a special treat when it is someone's birthday or a holiday. In addition to providing the preschoolers with a much needed dietary supplement, meals offer a welcome quiet time in which children can exchange ideas with the teacher and the other children, learn new words, and otherwise expand their verbal and reasoning skills.

Immediately following the snack, the children generally gather around a teacher, sitting either in a semicircle of chairs or Indian fashion on the floor for a story, group singing, or finger play. Following this there may be a period in which conversation is encouraged, perhaps with the teacher presenting and discussing a new or familiar object and asking the children questions about it. The children then busy themselves singly or in small groups with the equipment they were using earlier. Some time is usually devoted to supervised play on balancing boards, climbing equipment, and tricycles, either in the classroom itself or at an outdoor play space when one is available.

Regular activities are supplemented and enriched by occasional neighborhood walks, trips to nearby parks or the zoo, and visits to other places considered worthwhile for preschool children. Classrooms are simply furnished to create an uncluttered atmosphere. They are tastefully decorated with pictures, paintings, and other graphics selected and positioned so as to further stimulate the curiosity and imaginations of the children.

Quality of Program Design

The comprehensiveness and specificity of the original Preprimary Program definition were first questioned in May 1967 by a panel of program and evaluation staff members and an early learning and development specialist. The panel concluded that the definition was too general to be of much use as a basis for further program evaluation and development. More specifically, it recommended that objectives for the program be spelled out in more detail, and that the relationship between those objectives and the various classroom activities be made more explicit.

During the 1967-1968 school year, representatives of the program staff and the Office of Research worked together to develop some fairly specific behavioral objectives for the program. A committee of preprimary teachers refined the existing list of objectives, which dealt primarily with socioemotional adjustment, and generated a number of additional statements about physical development and coordination and the acquisition of characteristics and skills needed for academic learning. The nature and purposes of supplementary activities designed to promote and to safeguard children's physical health and to foster parental interest and involvement in the instructional program were also clarified. (A copy of the updated program definition is contained in Appendix B.)

The current list of program objectives includes a number of statements describing physical, socioemotional, and a few of the cognitive attributes which preprimary teachers feel disadvantaged children must develop if they are to have a chance to succeed in school. Thirteen of these attributes have also been incorporated into a rating scale which teachers can use to diagnose the strengths and weaknesses of individual children in the four areas of development to which the program is designed to contribute. (The Preprimary Children's Rating Scales and directions for their use are contained in Appendix C.)

Each of the attributes on the scale has been further defined in terms of five sequential steps representing a progression from little or no development of related characteristics to a level of development considered appropriate for children about to enter kindergarten. A step has also been taken towards the establishing of performance criteria, or norms of accomplishment, on the basis of which the success of the program can be judged.

Informal conversations with teachers and the results of a testing program (described in greater detail elsewhere in this report) indicate that more work needs to be done on those sections of the definition dealing with the development of preacademic or cognitive skills. Neither the program definition nor the operating program presently addresses itself to this problem in a very sustained or systematic fashion. Relevant objectives are limited in scope and rather vaguely defined. In the absence of carefully thought-out and empirically tested curriculum sequences, teachers have no alternative but to proceed with casually or intuitively devised sequences.

Program Operation

The Observation Schedule

A series of observations were made in 20 preprimary classrooms during the 1967-1968 school year in an effort to determine whether or not the program is being implemented in a manner consistent with the intent of program staff as expressed in the program definition. The observations were focused on the behavior of classroom personnel over two representative one-hour periods. The frequency and kinds of adult/child interactions that took place were singled out for special attention.

The decision to look at this aspect of the operating program was based on two considerations: (1) individualization of attention is repeatedly mentioned as a distinguishing feature of the child-centered Preprimary Program, and (2) members of the program staff insist that the way classroom personnel guide the learning activities of children is as important a determinant of what children derive from the experience as the actual content of the activities themselves.

Preprimary teachers see themselves as catalysts or enablers rather than instructors. They describe their task in general terms as one which involves "structuring the classroom environment in such a way as to enable children to participate in a series of successful learning experiences" and "reinforcing the learning that takes place" in ways appropriate to the age and background of the children involved.

A system of interaction analysis with which to examine the actual classroom behavior of teachers and their aides was developed through formal and informal observations in a number of preprimary classrooms, conversations with members of the program staff, and a review of the literature on observation techniques. (See Appendix D for a complete description of the observation schedule.) The instrument was pretested for reliability by independent observers in six preprimary classrooms during the latter part of January 1968 and administered twice in 24 other classrooms over a four month period beginning on February 1, 1968. Time and class size were held constant as far as was possible. On observation days classes in which more than three adults or less than 10 children were present were dropped from the list of units subjected to summary analysis.

Findings of the Observation Schedule

Observations showed that there was considerable variation in the amount of adult/child interaction in preprimary classrooms. It was also found that three different ways of guiding children's learning activities were being used. A more detailed report of the findings follows.

The amount of time teachers and aides spent interacting verbally with children (individually or in groups) varied from one-third of the time in one classroom to nearly three-fourths of the time in another. Verbal interaction with individual children varied from one-fourth of the time in one classroom to almost one-half of the time in another. The average teacher-aide team spent 30 percent of its time interacting verbally with individual children, 25 percent of its time interacting with two or more children, and the remaining 44 percent of its time making arrangements for and supervising classroom activities.

Verbal interactions between adults and children are described in the Preprimary Program definition as being primarily of two kinds--facilitating and reinforcing. These two general categories have been further divided into subcategories on the basis of information derived from classroom observations and discussions with members of the program staff. Facilitating behaviors are those which teachers use to help structure the environment in which learning takes place. For the purpose of the present analysis, eight of the observation categories are facilitating behaviors: (1) giving directions or instructions, (2) providing information or description, (3) suggesting or encouraging, (4) dissuading, (5) reading, (6) singing, (7) leading a finger play or some other group activity or exercise, and (8) playing a vocal role as in dramatic play.

Reinforcing behaviors are those which reinforce the learning that takes place. There were six categories of reinforcing behaviors: (1) rebuking, (2) comforting or consoling, (3) approving or praising, (4) expressing interest in something a child is doing, (5) asking questions, and (6) answering questions.

Sixteen of the 20 teacher-aide teams observed utilized a balanced combination of facilitating and reinforcing behaviors. The behavior of three teams was predominantly of the facilitating variety and that of one team almost exclusively of the reinforcing type. In effect, three different ways of guiding children's learning activities were observed. To the extent that program staff is of the opinion that a judicious mixture of facilitating and reinforcing behaviors is preferable to an over-reliance on one or the other, it may be said that, in most cases, teachers and aides are exerting influence on the learning situation in a manner which is consistent with the intent of the program. Since the program definition does not actually specify what balance is desirable, it should be expanded to specify the circumstances and conditions under which each kind of behavior is appropriate. In addition, it should spell out what kinds of learner behaviors should be reinforced and should suggest alternative ways of doing so for different types of children.

Observations were made in some units before and after the introduction of food aides during Spring 1968. The food aide handles cooking and other duties related to the food program thereby enabling the teacher and aide to spend more time interacting with children. The observer attempted to determine whether or not the presence of the food aide made any difference to the adult/child interactions. In some cases a small increase in the number of interactions was observed; in others no such increase was recorded. These findings suggest that the program staff could benefit from further training in the effective use of food aides and in how to interact with children.

Program Effectiveness

In order to determine the impact of the Preprimary Program on disadvantaged children sample groups of students enrolled in the program have been carefully studied since the Office of Research first became involved in its evaluation two and one-half years ago. Although the samples themselves have been small, they have been randomly drawn and are, therefore, thought to be reasonably representative of the entire preschool population.

Data from Peabody Picture Vocabulary Tests administered in 1965, 1966, and 1967 indicated a marked improvement in verbal intelligence among children who participated in the program. In 1965 the PPVT was administered to a sample of 203 children who showed below average verbal functioning (mean I. Q. 85. 2). One year later, after 12 to 20 months in the program, the same children scored from eight to 16 points higher on the same test. The mean I. Q. the second time the test was administered was 99. 7.

To determine the stability of improvement in I. Q., the PPVT was administered again in 1967. It is noteworthy that the general improvement in I. Q. first seen after one year in the program was maintained. The mean I. Q. in 1967 was 100. 5.

Data collected during the 1966-1967 school year using the original socioemotional rating scales and in 1968 using an expanded version of the same instrument indicate that after six to 10 months in the program most participants exhibit many of the characteristics normally expected of children their age. However, these findings must be regarded as tentative since the reliability and validity of the rating scales have yet to be established.

To date there is no evidence to indicate that on standard reading readiness and first grade reading tests former preprimary students do any better than disadvantaged children who have not participated in the program. As as been suggested, this is probably due to the fact that the program as presently defined does not address itself to the development of prereading or other fundamental academic skills in a very sustained or systematic manner.

Discussion and Conclusions

It has yet to be determined whether the Preprimary Program has given children from disadvantaged neighborhoods the kind of "head start" they need to do well in school. A minimum of record-keeping at the elementary school level should make it possible to obtain data describing the overall performance of former enrollees in kindergarten and first grade during the coming school year. Standard test scores, attendance figures, and report cards could all conceivably be utilized as measures of actual achievement on the basis of which children who participated in the program could be compared with those who didn't.

Evaluation indicates that, for the most part, the program definition is conceptually sound and comprehensive. However the sections that describe the functions and duties of classroom personnel are not specific enough and need to be stated in greater detail. Guidelines governing individualization of instruction should be clarified and appropriate strategies for the reinforcement of various learner behaviors set forth in greater detail so that all teachers will have a better idea of when and how to reinforce the learning that takes place in preprimary classrooms.

Similarly, the development of fundamental preacademic skills warrants more systematic attention than it has been given in the past. Inputs from the Primary Education Project at the Frick School, including specific behavioral objectives and appropriate curriculum sequences, should make it possible to remedy this deficiency in the not too distant future.

APPENDICES

Appendix A

PREPRIMARY CENTERS

Arlington* (2 units)
Arsenal
Baxter*
Belmar*
Beltzhoover (2 units)
Burgwin (2 units)
Clayton
Columbus*
Conroy
Cowley*
Crescent*
East Park
East Street
Esplen*+
Fairywood
Fineview
Forbes
Fort Pitt
Frick (3 units)
Friendship
Gladstone
Grandview
Greenfield
Holmes
Homewood*
Larimer
Lemington (2 units)
Letsche
Lincoln
Madison (2 units)
Manchester (2 units)
McCleary
McKelvy
Miller (2 units)
Morse
Northview Heights (2 units)
Philip Murray (2 units)
Phillips*
Rogers
Schiller
Sheraden
Spring Garden
Thaddeus Stevens*
Vann (2 units)
Weil (2 units)
Woolslair*

*Housed out of school
+Esplen is administratively under Thaddeus Stevens

APPENDIX B

Preprimary Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The program was designed to contribute to the physical, emotional, social, and intellectual development of three- and four-year olds from economically and culturally deprived neighborhoods in such a way as to improve their chances of succeeding in school.

II. Description of Scope (as of April 1968)

A. Number of Pupils and Schools Involved

There are 58 operating units attached to 45 elementary schools with a total enrollment of 2073 children.

B. General Description of Staff

1. Program coordinator (1)
2. Assistant coordinators (2)
3. Teachers (59)
4. Aides (59)
5. Food aides (15)

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--behaviors exhibited by each participant at the end of the program which demonstrate his successful completion of the program

      1. The child exhibits improved muscle control and coordination:

         a. He makes more complex use of large muscles.*#

         b. He shows greater dexterity in the use of small muscles.*#

         c. He is reasonably self-sufficient in a number of basic manipulative skills including buttoning, dressing, washing, and eating.#

      2. The child develops an improved self-image and emotional security:

         a. He pursues activities independently.#

         b. He controls his emotions in frustrating situations.#

         c. He adapts to changes in routine.#

         d. He develops an awareness of himself--learns his name, what he looks like, and what some of his abilities are.

      3. The child becomes better adjusted socially:

         a. He accepts the school environment.#

         b. He relates to others and participates in group activities.#

         c. He shares objects and affections.#

---

*The program seeks to augment or enhance these behavioral manifestations of normal growth processes.

#These objectives are measured by the Children's Rating Scales.

   - d. He fends for himself in his dealings with others.[#]
   - e. He develops a trusting relationship with adults.

4. The child acquires a number of the basic skills, attitudes, and understandings necessary for success in school:
   - a. He shows signs of a longer attention span.[*]
   - b. He exhibits a greater awareness of, and interest in, people, places, and things in his own environment. [#]
   - c. He acquires and correctly uses a larger, more functional, school oriented vocabulary.
   - d. He is able to describe personal experiences and incidents in songs and stories which he has heard.[#]
   - e. He begins to order, compare, differentiate, classify, and describe objects on the basis of size, shape, color, texture, etc.
   - f. He uses his memory and imagination to:
     - (1) Remember simple songs and stories
     - (2) Express himself through role playing and fantasy exploration
     - (3) Express himself with paints, crayons, and other art materials
   - g. He acquires some familiarity with numbers and the concepts of counting, time, and space.

5. The child benefits from auxiliary programs designed to improve his nutritional and medical health.

---

[*] The program seeks to augment or enhance these behavioral manifestations of normal growth processes.

[#] These objectives are measured by the Children's Rating Scales.

B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

1. The child will have a better chance of succeeding in school.

2. The child will develop physically, emotionally, socially, and intellectually.

II. Enabling Objectives--the services which the student receives which enable him to accomplish the major objectives

The following services are designed to augment and safeguard the physical condition of each child in the program:

A. The child receives carefully prepared snacks and meals designed to provide him with at least one-third of his daily food requirement and rich in protein, vitamin C, and iron.

B. The child is introduced to a variety of foods served in a pleasant atmosphere.

C. The child receives a physical and dental examination including visual, auditory, and tuberculin tests.

D. The child is referred to appropriate medical and dental services if he requires them.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

Mothers of children in the program benefit from attending meetings which allow them to:

A. Exchange ideas and opinions about problems and concerns

B. Ask questions about their children and child development in general

C. Develop a more positive image of the school

D. Develop trusting relationships with school personnel

E. Increase their awareness and appreciation of community facilities and resources

F. Learn useful and recreational handicrafts (darning, mending, needlework, etc.)

IV. Criteria for Successful Completion of or Removal from the Program

Children are generally released after two years in the program. Exceptions can be made for a variety of reasons including the following:

A. Extreme inability to deal with the demands of the classroom environment

B. Inability to cope with frustrations and changes in routine

C. Extreme lack of physical or emotional self-control

D. Extreme lack of self-confidence, manifested in frequent displays of immaturity or hostility

E. Poorly developed basic cognitive skills, as evidenced by inability to describe ideas or experiences in a logical manner and to generalize on the basis of experience

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

The selection of participants follows these guidelines:

1. An unstable or extremely limited family income
2. A one-parent family
3. A large family
4. A one-child family or an isolated child
5. A family having three preschool children
6. A working mother

7. Chronically ill parents

8. Poor housing or crowded living conditions

9. A family history of learning problems

10. Language disabilities or late development of language skills

11. Any other condition that suggests deprivation and indicates the need for compensatory education

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

   1. Physical

      a. Children begin to make more extended use of large muscles.

      b. Children make extremely limited use of small muscles.

   2. Socioemotional

      Children are often burdened by feelings of personal insecurity, have little self-esteem, and as a result:

      a. Seldom initiate activities

      b. Withdraw passively or react aggressively when asked to accept restraints

      c. Are threatened by new situations and authority figures

      d. Mistrust adults and other children

      e. Have difficulty relating to others, learning to work and play with other children

      f. Are unable to work and play independently for any length of time

      g. Do not know how to seek and/or cope with help and direction from adults

3. Intellectual

    a. Children have a very short attention span.

    b. Children seem to lack curiosity.

    c. Children have very limited vocabularies.

    d. Children have had few opportunities to express inner, creative impulses.

4. Health and Medical

    Children entering the program are generally undernourished, and as a result:

    a. Have low resistance to disease

    b. Tire easily

    c. Are limited in terms of the physical resources necessary for learning

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Program Coordinator	1. Post-graduate degree 2. Experience in early childhood education	Not stated at this level
Assistant Coordinators	1. College or university degree in education 2. Teaching experience	Not stated at this level
Teachers	1. College or university degree in education or its equivalent 2. Knowledge and understanding of the needs of and special skills required to teach three- and four-year olds	1. Patience 2. Adaptability 3. Understanding 4. Common sense

Staff Member	Professional Qualifications	Personal Qualifications
Aides	1. High school education 2. Residence in neighborhood served by the school 3. Recommendation of the Community Action Program agent	Common sense
Food Aides	Same as for aide	Same as for aide

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the Preprimary Program

Principals in the individual schools support the program in the following ways:

1. By providing supplementary advice and assistance
2. By supporting teachers in their dealings with parents
3. By expediting the procurement of necessary materials and supplies

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

Role	Functions
Community Agent	1. Provides an additional communication link between the program and the neighborhood 2. Helps enroll children using OEO criteria 3. Follows up absences 4. Arranges trips 5. Provides a male image to which children can relate both in and out of school

Role	Functions
Eurhythmics Instructor	1. Teaches children to listen to music and to follow directions inherent in it 2. Improves body coordination and aural discrimination
Art Consultant	Advises teachers on classroom art activities and selection of materials
Special Consultants	Provide medical, dental, mental health, speech, nutritional, and social services (advice on special problems, instruction, referral, follow-up services)

C. Media--the materials, supplies, and equipment required for program activities

1. Art Materials

    a. Aprons or smocks
    b. Clay, clay boards, and play dough
    c. Crayons and chalk
    d. Easels
    e. Manila paper, newsprint, and construction paper in a variety of colors
    f. Paints and brushes
    g. Paste and paste brushes

2. Floor Play Materials

    a. Balance boards
    b. Hardwood blocks of various shapes and sizes
    c. Ladder box or some other kind of climbing apparatus
    d. Rubber, plastic, or wooden figures of farm or zoo animals, and community workers
    e. Wooden trucks, cars, boats, and trains that can be manipulated by a child's feet

3. Food Service Equipment

   a. Cooking utensils, and other items needed for basic cooking
   b. Cups and/or small unbreakable glasses
   c. Plates and dessert dishes
   d. Serving trays
   e. Utensils suitable for use by small children

4. Household and Dramatic Play Equipment

   a. Dolls, doll clothes, doll carriages, and doll bed or crib
   b. Dress-up clothes and hats
   c. Full length mirror
   d. Furniture for household play

5. Picture Books--appropriate to the age and special interests of young children

6. Science and Special Projects Equipment

   a. Aquariums or terrariums
   b. Cages for pets
   c. Magnets
   d. Magnifying glass and measuring cups and spoons

7. Table Materials and Games

   a. Hammer and nail sets
   b. Inlay puzzles
   c. Matching games and color cones
   d. Pegs and peg boards
   e. Small blocks and interlocking, snap-in beads

8. Water Play Equipment

   a. Plastic bottles and cups
   b. Sand
   c. Soap and soap flakes

9. Miscellaneous and General Supplies

   a. Hand tools
   b. Phonograph and records

D. Facilities

1. Bathroom
2. Cooking facilities (range and refrigerator)
3. Cabinets for storage of supplies, art materials, and groceries
4. Room dividers
5. Shelf space for storage and display of small toys and blocks

IV. Time Constraints

Children participate in the program for half a day, four days a week, for two school years.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The kinds and combinations of activities presently being used in Pittsburgh's Preprimary Program vary according to the ingenuity and inventiveness of the program staff. For the purpose of description, however, most of the activities can be categorized as follows:

Category	Purpose	Materials or Activities
Cognitive	To develop the child's willingness and ability to listen attentively and speak effectively To help the child begin to order, classify, and describe objects in terms of size, shape, and color	All activities in which the child is encouraged to speak correctly and to use language skills to solve problems

Category	Purpose	Materials or Activities
Creative experiences	To develop sensory and aesthetic awareness To facilitate self-expression To promote imaginative thinking	Cutting and pasting materials Paints, easels, and crayons Modelling clay
Food Service	To improve the nutritional health of children in the program	Breakfasts, lunches, and mid-morning and mid-afternoon snacks
Imitative or dramatic play	To enable children to express themselves through role playing and fantasy exploration	Doll tub Housekeeping corner Play dough
Manipulative or constructive	To develop small muscles and improve muscle and eye-hand coordination	Beads Puzzles Scissors and small hand tools Small blocks Table games
Motor or large muscle	To develop large muscles and motor skills	Climbing and balancing equipment Jumping ropes Large balls Large blocks Wheel toys, bicycles, wagons, trains, and trucks
Sensory	To develop sensory perceptions	Clay and play dough Paints Sand Water and soap
Other activities	To broaden children's awareness and understanding of people, places, and things in the world around them	Neighborhood walks and trips

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Member	Function	Duties
Program Coordinator	Coordination of the Preprimary Program with other programs and of the many preprimary units	a. Provides liaison with central office staff and with experimental programs b. Adapts and develops instructional guidelines (with assistant coordinators) c. Orients and trains new teachers and other staff d. Audits petty cash reports e. Assigns personnel (with assistant coordinators)
Assistant Coordinator	1. Supervision of classroom personnel	a. Visits schools and assists teachers with problems b. Reads and comments on teachers' logs c. Guides and evaluates case studies of individual children (with coordinator) d. Develops guidelines and makes suggestions to help teachers use available resources effectively
	2. Supervision of mothers' programs and eurhythmics programs	

Staff Member	Function	Duties
Teacher	1. Planning and implementation of a series of successful learning experiences	a. Structures an environment conducive to experimental learning b. Provides reinforcement of the learning experiences as needed (especially socially acceptable behaviors and adherence to classroom routines)
	2. Communication of program to others	a. Talks with parents b. Interprets children's behavior
Aide	Provision of general services to aid teacher	a. Prepares materials for various activities b. Performs general housekeeping tasks c. Helps with record keeping d. Assists children and oversees their activities under supervision of teacher
Food Aide	Provision of food services	a. Prepares snacks and meals b. Helps serve snacks and meals c. Cleans up after snacks and meals

B. Intra-staff Communication and Coordination

1. The Coordinator and the two Assistant Coordinators share an office and, therefore, communicate informally.

2. Communications between the coordinators and the teachers include:

   - a. Classroom visits by a coordinator at least once a month
   - b. Exchanges of requests, suggestions, ideas, and opinions by telephone or memorandum

3. Orientation sessions are held for all teachers at the beginning of each school year.

4. New teachers have in-service training for nine half days in the fall.

5. Experienced teachers choose one or two areas for further in-service training from among the following:
   - a. Mental hygiene
   - b. Child development
   - c. Skills (storytelling, art, music)
   - d. Working with people from different cultures
   - e. Special sessions devoted to meeting parents, making home visits, etc.

C. Communication Between Program Staff and Others

1. Parents and teachers attend weekly meetings.

2. Teachers in some cases attend elementary staff meetings in the schools to which they are assigned.

3. Teachers maintain informal contact with other elementary teachers, especially kindergarten teachers.

APPENDIX C

PREPRIMARY CHILDREN'S RATING SCALES

Purpose

To record the levels of physical, socioemotional, and cognitive development at which preprimary children are functioning at regular intervals during the school year.

Rationale

To provide preprimary teachers with a diagnostic tool with which to regularly assess the strengths and weaknesses of individual children in the areas of physical, socioemotional, and cognitive growth.

To provide the evaluation staff with quantifiable data that can be used to refine the antecedents section of the program definition (student entering behaviors) and to measure some of the changes that take place in children as they move through the Preprimary Program.

Focus

The focus of this instrument is to be the behavior of preschool children as seen by their teachers.

Sample Size

The entire preschool population (approximately 2000 children)

Proposed Analysis

Descriptive (standard measures of central tendency and dispersion); a series of two way analyses of variance (between schools and between times) on each of the 17 items that make up the scales.

Administrative Details

Teachers will be asked to rate the children in their classes three times each school year, preferably once early in the fall, once in the winter, and once in the spring.

Description and Directions for Using the Preprimary Children's Rating Scales

The Preprimary Children's Rating Scales contain 17 items describing a number of skills and characteristics which teachers feel children should develop before they start school. Each of the items is further defined in terms of five sequential steps (lettered a-e) representing a progression from little or no development of the relevant skill or characteristic to a level of development considered appropriate for five-year olds. These statements generally consist of specific examples of behavior characteristic of a certain level of development. Because each child is unique, it is conceivable that his or her level of development may be most accurately described by examples from more than one level. For the purposes of comparison, however, we ask that you select one statement only--the one which best describes the level of development at which the child is functioning.

When using the scales to rate the children in your classes, please adhere to the following directions:

1. Make out one rating form for each child in your classes.

2. To record your judgments about a child, simply select the lettered statement under each item which best describes the level of development at which the child is functioning. Then blacken the corresponding space on the child's rating form.

3. Be sure to select one (and only one) statement under each item on the scale. If in doubt about which statement to select, make the best judgment you can. Please do not leave any items blank.

4. Be as objective as possible in rating each child.

CHILDREN'S RATING SCALES
PREPRIMARY PROGRAM

1. Overall Physical Development

   Compared to the other children in his class, this child's overall physical development is:

   a. Much worse than average
   b. Worse than average
   c. Average
   d. Better than average
   e. Much better than average

2. Emotional Security

   Compared to the other children in his class, this child is:

   a. Much less secure than average
   b. Less secure than average
   c. Average
   d. More secure than average
   e. Much more secure than average

3. Social Adjustment

   Compared to the other children in his class, this child is:

   a. Much less well adjusted than average
   b. Less well adjusted than average
   c. Average
   d. Better adjusted than average
   e. Much better adjusted than average

4. Cognitive Development

   Compared to the other children in his class, this child's grasp of basic cognitive skills is:

   a. Very poor
   b. Poor
   c. Average
   d. Good
   e. Very good

5. Motor Skills (Large Muscles)

This child:

a. Exhibits poor coordination and uncertainty when walking
b. Shows lack of confidence and agility in running
c. Runs, jumps, and climbs with some difficulty
d. Runs, jumps, and climbs with confidence and good coordination; uses alternate feet climbing stairs
e. Runs, jumps, climbs, hops, skips, throws and catches a ball (5" in diameter) with confidence and good coordination; uses alternate feet going up and down stairs

6. Manipulative Skills (Small Muscles)

This child:

a. Makes extremely limited use of small muscles; has difficulty picking up crayons and holding a paint brush
b. Puts together snap-it blocks, pop beads, simple wooden (insert) puzzles; uses large crayons and paint brushes
c. Strings large wooden beads, puts pegs in a peg board, puts together puzzles with two or more interlocking pieces; uses small crayons
d. Unbuttons and unzips clothing; uses a pair of scissors to cut; hammers large nails
e. Ties his shoes, buttons his coat, engages a jacket zipper; sews with wool; hammers small nails

7. Initiative

This child:

a. Never initiates games or activities
b. Seldom initiates activities
c. Occasionally initiates activities
d. Usually initiates own activities
e. Pursues activities independently; often initiates group games and activities

8. Emotional Control

This child:

a. Withdraws completely when asked to accept restraints
b. Reacts in a physically aggressive manner (hitting, excessive crying)
c. Responds verbally
d. Sometimes accepts restraints
e. Accepts restraints without an emotional display

9. Adaptability

This child:

a. Is unable to make the transition from one everyday activity to another
b. Makes the transition reluctantly
c. Is upset by unexpected changes in routine (confused, disoriented)
d. Adapts with difficulty to new situations (e.g., presence of a new teacher)
e. Adapts quickly and easily to new situations

10. Acceptance of School Environment

This child:

a. Refuses to enter room
b. Enters room reluctantly; needs encouragement
c. Enters room; stands on sidelines
d. Enters room willingly; can be coaxed into some kind of activity
e. Enters room willingly; seeks out an activity on his own

11. Participation in Group Activities (other than eating, toileting)

This child:

a. Does not participate in any activities
b. Plays alone and has little or no communication with other children (solitary play)
c. Plays near other children but not with them (parallel play)
d. Relates easily to and participates actively in activities with one or two others
e. Relates easily to a group and participates actively in most group activities

12. Sharing

This child:

a. Rejects objects and attentions of others
b. Refuses to share materials, toys, and attentions with classmates
c. Has to be asked frequently to share materials and to take turns
d. Occasionally has to be reminded to share materials and to take turns
e. Shares objects and attentions freely with classmates

13. Independence

This child:

a. Yields submissively to the aggressive demands of others
b. Depends on adults for support in dealings with others
c. Occasionally looks to adults for help in dealing with others
d. Generally functions independently but will seek help in an emergency
e. Functions independently, with or without supervision

14. Perseverance

This child:

a. Has no apparent interest in simple, finite tasks (e.g., puzzles)
b. Briefly attempts to put puzzles together
c. Completes puzzles with help or encouragement from an adult or another child
d. Completes puzzles on his own
e. Completes puzzles and puts them away without having to be asked

15. Curiosity

This child:

a. Takes no apparent notice of new objects or changes in the environment
b. Notices new objects and may examine them briefly and/or remark about them
c. Shows more sustained interest; examines and inspects objects more closely
d. Shows prolonged interest; gives objects careful scrutiny
e. Shows recurrent interest; goes back to look at and inspects new objects some time after they first come to his attention

16. Memory

This child:

a. Remembers his given name
b. Remembers basic routines, where things are
c. Remembers transitions from activity to activity
d. Remembers simple songs and nursery rhymes
e. Can tell or act out a simple story from beginning to end

17. Verbal Ability

This child:

a. Makes no attempt at verbal communication
b. Uses single word responses only
c. Combines words to form phrases or rudimentary sentences
d. Uses complete sentences to express himself
e. Exhibits unusual facility in his use of language (e.g., makes up rhymes, plays word games)

APPENDIX D

PREPRIMARY STAGE II OBSERVATIONS SCHEDULE

Purpose

To determine the frequency and kinds of adult child interactions that take place in preprimary classrooms.

Rationale

To ascertain the extent to which adults interact with children in the manner described in the program definition.

Focus

The focus of these observations is to be the behavior of classroom personnel over a one-hour time period. To facilitate data collection and analysis, various kinds of behaviors have been categorized in terms of their direction and apparent purpose. The list of behaviors itself is a product of formal observations carried out in June 1967 and informal visits to preprimary classrooms made in the early part of the 1967-1968 school year. The categories are an adaption of classification systems developed by various researchers including Amidon and Flonders (1967) and Rockwell and Bittner (1967).

Description of Categories

The Preprimary Stage II Observations Schedule focuses attention on the ways in which adults behave in preprimary classrooms. In order to accommodate all forms of behavior, three very general categories have been drawn up: (1) Interaction with children, (2) Interaction with others, and (3) No interaction (individual activity). The two major interaction categories are further divided into verbal and nonverbal components.

A summary of the several categories, with brief definitions for use by observers, follows:

Procedures for Recording Observations

The observer should make an entry on the data sheet provided at two minute intervals over the space of an hour. The entry itself should be at the category number of the behavior observed. These numbers are recorded in sequence in the appropriate spaces on the data sheet. At the end of the hour, there should be 10 entries for each adult whose behavior was observed.

Sources

1. Amidon, Edmund J. and Flanders, Ned A., The Role of the Teacher in the Classroom Minneapolis: Association for Productive Teaching, Inc. 1967.

2. Rockwell, Robert E. and Bittner, Marguerite L., "Rating Teachers and Aides," Young Children XXI, No. 6, September 1967.

⑤

Preprimary Stage II Observations Schedule
Summary of Categories for Interaction Analysis

	Verbal (general)	11. giving directions or instructions
		12. providing information or description (demonstrating)
		13. suggesting or encouraging
		14. dissuading (limiting)
		15. rebuking
Interaction with children	Verbal (supporting)	21. comforting or consoling
		22. providing verbal approval or praise
		23. commenting about, expressing interest in something the child is doing
		24. answering child(ren)'s questions
		25. asking questions intended to elicit a verbal response
	Verbal (other)	31. reading to children
		32. singing with children
		33. leading finger play, other group activity or exercise
		34. playing a vocal role as in dramatic play
	Nonverbal	41. listening
		42. watching (child wants to be watched)
		43. physical contact (comforting)
		44. physical contact (limiting)
		45. physical contact (helping)
Interaction with others	Verbal	51. discussing plans or activities
		52. discussing a child or children
		53. giving directions or instructions
		54. making suggestions
		55. social
	Nonverbal	61. preparing plans or activities
		62. cleaning up
		64. helping with a problem situation
No Interaction		71. overseeing activities (general supervision)
		72. planning or preparing activities, or cleaning up after
		73. keeping records
		74. personal
		75. unoccupied

There is no scale implied by these numbers. Each number is classificatory--it designates a particular kind of behavior. To write these numbers down during observation is to enumerate not to judge a position on a scale.

PREPRIMARY STAGE II OBSERVATIONS SCHEDULE

School______________________________ Unit________________

Address______________________________ Telephone________________

Day of Week________Visit #________Hour of observation________________

	Teacher	Aide	Paraprofessional
1. Interaction with Child(ren)			
1			
2-6			
7			
2. Interaction with others			
other personnel			
others			
3. No interaction			
subj. present			
not present			

7. SCHOOL SOCIAL WORK PROGRAM

7. SCHOOL SOCIAL WORK PROGRAM

Summary

The School Social Work Program is one of the supportive services schools offer students with adjustment difficulties. The program seeks to effect an observable alleviation or elimination of the problem(s) for which the child was referred for treatment.

Evaluation activity this year has shown that the program is basically compatible with overall educational objectives. However, some schools have inadequate facilities for fully implementing the program. Evaluation has also indicated that the program definition is deficient in specifying formal criteria for screening referrals and for termination of treatment strategies which indicate a need for in-service training. This year's evaluation work has further pointed out a problem of communication. Principals have shown that they do not relate the objectives of the School Social Work Program with that program and all principals are not using all reasons for referral of students to social workers. Further, some principals said that the purpose of the program had never been explained to them.

Introduction

History of the Program

The School Social Work Program is one of many noninstructional programs that support the schools in their attempt to provide the best education to all children in their charge. More specifically, the School Social Work Program attempts to help children who have difficulty adjusting to the school setting and/or using the school resources effectively.

The service originated in a somewhat different form in 1912 when the school district of the City of Pittsburgh organized the Department of Compulsory Attendance to enforce attendance laws passed a few years earlier. Attendance officers were appointed to ensure that all children from age six to 17 attended the full school term each year.

In 1929 the Pennsylvania State School Social Code was amended to provide for the employment of school social workers who would replace attendance officers and who were known as "Home and School Visitors" until 1966.

The first two social worker assignments were made in the 1930-1931 school year and were followed by three more in the next school year. Staff was gradually increased until every school was covered, at least part-time, by a school social worker. District administration was the next step. Staff were assigned to a specific district and then to schools within the district.

In 1945 the Department of Compulsory Attendance and the Department of Guidance were combined to form the Division of Guidance and Child Accounting. Additional services were gradually incorporated into this division, which ultimately became the Office of School Services.

The initial focus of the school social worker's responsibility was on pupil attendance. However, the social worker's training encouraged him to go beyond the plain facts of truancy to look for the cause. This led to his becoming involved with other school personnel as they worked together to try to solve the child's problems and to meet his needs. An important aspect of the social worker's role was talking with parents. He explored with them the difficulties the child was experiencing in school from both the child's viewpoint and that of the school. He also helped parents to accept the child's limitations, abilities, and needs and to participate constructively in a school-parent relationship.

This expansion of the school social worker's role necessitated some kind of supplementary help. In April 1965, a pilot project was funded by the Economic Opportunity Act whereby three paraprofessionals, to be known as case aides, were to attend to the routine tasks confronting social workers, thus freeing them to attend to the more serious duties contained in helping children.

The next spring, when ESEA funds became available, two aide-trainees were placed in each of the five district offices and the staff was expanded by ten school social workers. (These aides were discontinued at the end of the 1966-67 school year due to a cut in the ESEA funds.) Further details of this component of the School Social Work Program are reported in the 1966 ESEA evaluation report.

The program was first evaluated by the Office of Research during the 1966-1967 school year in connection with the introduction of the case aides. The outcome of the first evaluation effort was a preliminary definition of the program.

Description of the Program

Fifty-four school social workers are responsible for maintaining the program in Pittsburgh's 113 public schools and in all parochial schools. Most of the staff are assigned to more than one school, and in some instances social workers are responsible for a number of schools. Each school social worker is scheduled to be at assigned schools on specific days or parts of days.

Since the program seeks to provide specialized help through a casework approach, the program prefers to employ graduates of schools of social work. The casework approach consists of a series of interviews and requires that the social worker be sufficiently skilled to enable the child to find his own strengths and adopt new behaviors. The social worker goes through the following stages in his work with the child:

1. Description of the problem behavior
2. Identification of causal factors
3. Specification of treatment called for in relation to modification of preconditions

4. Specification of compensatory or supplementary strategies relative to consequences of causal conditions

The process encompasses a teamwork approach with other school personnel to effect environmental modification which will enhance the student's adjustment to the school setting. Parents or guardians are encouraged to provide a supportive environment in the home.

It is through the relationship generated in this series of interviews between the social worker and his clients, the child and his parents, that attitudinal and behavioral change is effected. The process takes time; it cannot be rushed. When the process has been effective, the child should be able to modify his own behavior and benefit to a greater extent from the school's programs.

In some cases treatment focuses on referral of the family and/or child to an outside agency or referral of the child to another school service for additional help. In such instances the social worker continues to provide a certain degree of support and coordinates the services available to the child.

To be successful, the social worker must be aware of his role in relation to other school personnel. His ability to effectively establish communication with others in the school environment is most important if his work with students is to be productive. Within a setting of mutual cooperation the school social worker offers his knowledge of human behavior and the forces that shape the personality and receives in return valuable information from other school personnel about students in his care.

The individual school social worker receives support and supervision from his district office, where all work for that specified geographical area is coordinated. The district office supervisor confers with staff members about their case problems. The supervisor may also confer with school principals about social services for their schools.

The line of communication leads from the five district offices to the Associate Director of School Social Services. This office provides in-service training for all staff and is the core of dissemination of information on children with attendance or adjustment problems. The Associate Director collaborates with the Coordinator of Child Accounting. Both are responsible to the Director of Pupil Services, who is responsible to the Associate Superintendent, Office of School Services. (See the program definition in Appendix A for a fuller description of the program.)

Quality of Program Design

At a panel meeting in March 1968 a consultant representing the social work discipline reported that his analysis of the program definition showed a lack of internal consistency. The most serious problem, from his point of view, was that various parts of the definition referred to different theoretical frames of reference. Consequently, a decision was made by the members of the panel to adopt a single conceptual approach in the form of the Ego-psychological Model. For instance, within this model's approach the child operates in an environment which allows him to identify his goals, understands what blocks his progress toward those goals, becomes aware of any incompatibilities between his goals and those of the school, and is confident of making the two sets of goals congruent. Following the decision to adopt the Ego-psychological Model each objective was examined from this point of view until the outcomes section of the definition reflected the new approach.

Panel members also decided that a formal procedural guide for termination of treatment of cases would help ensure that objectivity and consistency were always applied. It was also judged that definitive screening criteria are a necessary tool.

Further explicative work on treatment strategies is indicated; and on the basis of this clarification, in-service training can be made more specific to the process of social work in the school. The in-service training as currently designed could be expanded and addressed to compensation for the lack of formal training on the part of personnel employed without the specified qualifications.

Compatibility of Program with the School Environment

An interview guide was designed to measure the compatibility between the school environment and the School Social Work Program in January 1968. The interview was conducted with a randomly selected sample of community agents, counselors, principals, social workers, teachers, and vice-principals. A total of 90 persons was interviewed from 32 schools within the five districts. Respondents, other than program staff, represented groups that continually interact with social workers, and on this basis the sample was considered an adequate indicator of the program's compatibility. (See Appendix B for a copy of the interview guide.)

It was generally agreed that the School Social Work Program was compatible with overall educational objectives of the school. However there was some disagreement concerning the adequacy of space and whether there was enough time for interaction among social workers and other school staff. For instance, over 50 percent of the respondents felt there was enough time for interaction among the groups, but 38 percent disagreed.

Asked whether the program is affected by the type of facilities available, the majority of the interviewees replied in the affirmative, noting that the availability of private places for interviewing made a great deal of difference. In answering another question 32 percent of the respondents said that all necessary facilities are not available for carrying out the program. The two statements, taken together, would seem to indicate that at least 32 percent of the social workers are discontented with the way the program is operating in their schools.

Program Operation

Method

During this stage of evaluation activity the evaluator was concerned with testing the congruence between the operating program and the definition which represents program staff's conception of the program. Former evaluation work had shown that there was insufficient time for the social worker to establish regular communication with other members of staff, and it was to this aspect of the program that the evaluation was directed.

On this subject of communication, the definition states that principals screen referrals, talk to social workers about possible treatment of referrals, and receive information concerning the student's progress. Therefore, it is essential that the principal be knowledgeable about the specific purposes of the program. The definition further states that this knowledge should be imparted by program staff.

A questionnaire was designed whose specific purpose was to discover exactly how much knowledge the principals in 46 schools across five districts had of the School Social Work Program. Principals were asked (1) if the program had been explained to them, and if so, by whom; (2) who makes referrals, and what criteria are used in making them; (3) what form of communication exists between the principal and the school social worker; and (4) which of the five objectives of the School Social Work Program they associate primarily with that program rather than the other service programs available to them. (See Appendix C for a copy of the questionnaire.)

Findings

The results of the analysis of the responses elicited by the questionnaire indicated that a very real problem of communication exists in this program since the school principals do not recognize the objectives of the School Social Work Program as such and, further, principals associate the said objectives with counseling more than with social work. It was also indicated that all principals are not using all the reasons for referral of students to social workers. Some principals said that the purpose of the program had never been explained to them. A more detailed account of the findings follows.

Thirty-two of the 44 principals who returned their questionnaires said that some explanation of the program had been provided to them by either the district supervisor, the school social worker, or by both. Twelve of the principals said that no one had interpreted the program to them. This indicates some discrepancy between actual communication and intended communication as specified in the program definition.

Principals' responses to questions concerning referral practice showed that when persons in one or two roles maintain the responsibility for direct referral of students to the school social worker there is a significantly greater control ($p=.05$) of the caseload than in instances when persons in three or more roles are involved. Thus, it would seem that to control the caseload the principal should limit the number of roles whose definitions include the making of direct referrals. All 44 of the sampled principals stated that communication does exist between themselves and social workers after students have been referred for study. Thirty-four of the principals said that this communication always occurs. The predominant method of communication is a conference, which is often supplemented by memorandum, telephone, or chance meeting. In this respect the program appears to be operating as expressed in the definition: "...continual contact is maintained by the staff who exchange information, assess progress, and discuss plans and procedures which will promote maximum benefit from the program for the child...."

After studying the following list of seven reasons for referral (taken from the definition) the principals indicated which they considered appropriate for referral to the school social worker.

Behavior problems
Health problems
Parental neglect
Persistent tardiness
Personality problems
Underachievement
Unlawful, irregular, or prolonged absence from school

All principals considered irregular or prolonged absence to be an appropriate reason for referral of a student to the school social worker. More than three-fourths checked parental neglect and persistent tardiness. A little more than one-half indicated behavior, health, and personality problems, while approximately one-fourth checked underachievement. These responses indicate that all principals are not using all reasons for referral stated in the definition. It is also obvious that no uniform application of specified criteria exists.

When asked to rank school social work, counseling, psychology, and mental health in terms of which is most relevant, second most relevant, etc., to the five objectives of the School Social Work Program, respondents answered in this pattern:

OBJECTIVE	RANKED FIRST	RANKED SECOND
1. Adults in the school setting reward the more desirable behaviors of the child	Counseling	Social Work
2. The child recognizes the compatibility between educational experiences and the realization of his own goals	Counseling	Social Work
3. There is evidence that the child has learned new ways of behaving	Counseling	Social Work
4. Parents demonstrate improved attitudes toward the school setting by rewarding the more desirable behaviors of the child	Social Work	Counseling
5. The child is aware of alternative behaviors for the realization of his own goals	Counseling	Social Work

Since school social workers are generally the only school personnel to make home visits, it is easy to understand why the fourth objective (which mentions parents) was correctly attributed to school social work. These findings show that objectives of the School Social Work Program are not clearly recognized as such by school principals.

Findings indicate that principals consider social workers to be primarily concerned with attendance problems. This misconception can be traced to the program's origins and to the social workers' continuing role in relation to truancy. Since there is no other person responsible for attendance, principals rely heavily upon the social worker. Consequently, in a school with big attendance problems, the school social worker may have little time for dealing with students having difficulties and thus the counselor may be called upon to perform duties not normally his own.

Discussion and Conclusions

In conclusion, it can be seen that generally principals do not associate the objectives of the School Social Work Program with that program, but rather consider them appropriate to the Counseling Program. Subsequently, it would be logical to assume that principals, in general, are not supporting the program as intended since, for the most part, they are not using specified reasons for referral and they foster misconceptions as to the purpose of the program.

While there may be numerous reasons for the differences between the School Social Work Program definition and the operating program reported here, there is an obvious first step in taking corrective action--program staff must ensure communication of the program to principals.

Program staff should explain the purpose of the program to principals to ensure maximum support. There appeared to be no relationship between principals' ranking of objectives, knowledge of reasons for referral, and interpretation of the program. This would seem to suggest that there are as many interpretations of the program as there are interpreters. In light of this, some consistent pattern for interpretation should be devised.

APPENDICES

APPENDIX A

School Social Work Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The purpose of the School Social Work Program is to provide help for those children who have difficulty making positive use of school programs. By providing specialized help through a casework approach, the staff works toward the prevention, detection, and treatment of those attendance and adjustment problems which interfere with the individual child's social, psychological, and educational progress while in the school environment.

II. Scope

A. Number of Pupils and Schools Involved

The program operates in all Pittsburgh Public Schools and in some parochial schools.

B. The Grades or Ages of Participants

Students in grades K-12 are eligible for the program.

C. General Description of Staff

As of September 1, 1967, the following categories and numbers of personnel comprised the program staff:

1. School Social Workers (54)
2. District Office Supervisors (5)
3. Associate Director, School Social Services

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

  A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

    1. There is observable alleviation or elimination of the problem for which the child was referred for treatment.

    2. There is evidence that the child has learned new ways of behaving.

  B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

    1. The child will benefit maximally from his school experiences.

    2. The child will participate optimally in school-related projects and activities.

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to ensure the accomplishment of the major objectives

  A. The child recognizes the congruency between educational experiences and the realization of his own goals.

  B. The child is aware of alternative behaviors for the realization of his own goals in the school setting.

  C. Adults in the school setting reinforce the more desirable behaviors of the child.

  D. Parents demonstrate improved attitudes toward the school by reinforcing the more desirable behaviors of the child.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

A. Parents are helped to better understand their child's needs, and, when indicated, to recognize and accept the need for voluntary referral to a community resource.

B. Teachers are helped to further understand the individual child's needs and to modify teaching techniques accordingly.

C. The Board of Education and the State are provided with city-wide data on children with psycho-social problems.

D. Legal and welfare community agencies receive current education-related information on members of the families with whom they are working.

E. The total educational program of the Pittsburgh Public Schools is aided by the enlistment of community support for the program.

F. The community gains more realistic knowledge, through its contact with the school social worker, of what the school can accomplish.

IV. Criteria for Successful Completion of or Removal from the Program

Casework will terminate with evidence of:

A. The elimination of unlawful, irregular, or prolonged absence from school and/or the elimination of persistent tardiness.

B. The alleviation of behavior and personality problems, parental neglect, health problems, and underachievement.

(Further termination criteria and procedures will be developed.)

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

1. All students in the Pittsburgh Public Schools and area parochial schools are eligible for the School Social Work Program.

2. Students are referred to the program for the following reasons:

   a. Unlawful, irregular, or prolonged absence from school
   b. Persistent tardiness
   c. Behavior and personality problems:

      (1) Truancy
      (2) Consistent stealing
      (3) Extortion
      (4) Temper tantrums
      (5) Aggression--physical or verbal
      (6) Passivity--shyness, daydreaming, withdrawal, scapegoating
      (7) Inability to accept authority
      (8) Poor peer relationships
      (9) Attention seeking

   d. Parental neglect
   e. Health problems--physical and emotional
   f. Underachievement

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to the child's participation in the program

These behaviors are sufficiently enumerated under Selection Characteristics.

II. Staff Qualifications with Respect to Specific Positions

Staff Member	Professional Qualifications	Personal Qualifications
School Social Worker	1. Certification according to State regulations 2. A graduate degree in social work preferred, and/or previous work such as teaching or experience in a social agency	1. The ability to understand and get along with people 2. The ability to adapt within the framework of the school 3. Receptivity toward growth on the job

Staff Member	Professional Qualifications	Personal Qualifications
School Social Worker (contd.)	3. An understanding of human behavior 4. Knowledge of the school system as a social structure 5. An ability to interview effectively 6. Knowledge of social work skills	4. The ability to use authority constructively 5. The ability to communicate orally and in writing 6. Empathy 7. Flexibility
District Office Supervisor	1. Same as above 2. Successful field experience	1. Same as above 2. Organizational ability 3. Willingness to participate in national organizations 4. The ability to use the established in-school services, as well as those of the community
Associate Director, School Social Services	1. A Master's Degree in social work 2. Experience in a psychiatric setting 3. Training in supervision 4. Experience in social work in a school setting	

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

1. The Director of Pupil Services is directly responsible for the Office of School Social Services Suspension Conference and requests supportive information for these conferences from school social workers.

2. The Coordinator of Child Accounting collaborates with the Office of School Social Services in the filing of criminal charges against the responsible party in unlawful absenteeism, and represents the Board of Education at the subsequent hearings. Child Accounting and School Social Services also share the responsibility for children released from institutions.

3. Principals and vice-principals adapt the School Social Work Program to the local school setting and coordinate school activities in each particular situation. They also screen referrals and confer with social workers on possible plans for referred students.

B. Human Resources--non-administrative and non-staff personnel whose contributions and cooperation are necessary to the operation of the program

1. Counselors, community agency personnel, doctors, mental health personnel, nurses, parents, psychologists, special service personnel, teachers, and children make referrals to the program, and (with the exception of children) are enlisted by program staff to participate as part of a team effort on the child's behalf.

2. Community agencies provide additional help to families referred to them by social workers.

3. Alderman's Court may be instrumental in achieving a child's return to school in cases of unlawful absenteeism.

4. Adults in the school setting may provide supportive help in the treatment of a child, through ongoing consultation with the school social worker.

5. Parents of referred children are involved by the social worker in a constructive working relationship.

C. Media--the materials, supplies, and equipment required for program activities

1. Case records are maintained for all children undergoing treatment.

2. Appropriate forms are provided for each aspect of the service.

3. Some simple play materials may be introduced by the social worker if considered valuable in creating a feeling of mastery in the child, or in helping establish communication with the child.

D. Facilities

To carry out their functions as school social workers, staff members should be provided with working space in the local schools. They use the following on a private or shared basis:

1. Office space for interviewing children and parents and meeting school staff

2. Office equipment including a desk, chairs, and a telephone, which is used extensively to contact parents, persons in other school pupil services, and the local community legal and welfare agencies

During each week the workers spend some time in one of the five district offices to which they are assigned. There, when available, the above facilities are duplicated or shared.

IV. Time Constraints

While the program functions throughout the school year, there is no specific way to determine the duration of treatment since this varies according to the student's problem and needs. The school social worker divides his cases into major and minor categories. The major category includes students who receive continuous service, while the minor category includes children who are seen periodically as determined by need.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

A. There may be one or more casework interviews, during which the child can express and explore his feelings about his problem and his situation.

B. Simple play activities may be arranged for a designated constructive purpose.

C. Simple tasks may be provided which the child can complete quickly and finish successfully.

D. The child may be referred to other school services, to special classes, or to outside agency services designed to help children with severe physical, social, or emotional problems.

E. The child may be included in small discussion groups.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Position

Staff Members	Functions	Duties
School Social Worker	1. Study, diagnosis, and treatment or referral of students	a. Establishes relationship with students through meetings on a continuous basis b. Compiles necessary data for case diagnosis and treatment using school records and personnel interviews c. Follows the progress of each case with regard to changes in home conditions, classroom behaviors, and attendance d. Maintains case records e. Refers students to appropriate in-school service or to community agencies

Staff Members	Functions	Duties
School Social Worker (contd.)	3. Collaboration with parents to benefit child and total family	a. Makes home visits b. Helps parents understand child's problem and school difficulties c. Interprets school's interest and purpose d. Tells parents of the voluntary or authoritative community services available, prepares them for their use, and acquaints them with referral procedures e. Refers parents to Alderman's Court when authoritative legal action is necessary as part of a casework plan
	4. Collaboration with school personnel	a. Works with school personnel in planning to meet the needs of children b. Interprets principles and techniques of school social work c. Keeps school personnel informed about child's progress d. Accounts for all legal and non-legal school absences

Staff Members	Functions	Duties
School Social Worker (contd.)		e. Provides verbal or written information to the Director of Pupil Services on children under suspension f. Provides written summary to the Coordinator of Child Accounting on children whose parents are referred to the Alderman for legal action g. Participates in and provides information for all mental health and educational clinic staffings within assigned schools h. Participates in faculty and PTA meetings
	4. Initiation and maintenance of contact with referral persons and agencies within the community	a. Follows up referral cases by providing summaries and receiving information on student progress b. Participates in various community organization meetings c. Interprets the school and its functions
District Office Supervisor	1. Supervision of the program within district	a. Holds weekly conferences with social workers to review and discuss case problems b. Helps provide educational training for the staff

Staff Members	Functions	Duties
District Office Supervisor (contd.)		c. Helps schedule staff assignments in school and establish priorities d. Coordinates caseloads and disposition of cases e. Evaluates staff performance
	2. Administration of district office services	a. Confers with principals about social services for their schools b. Attends meetings and conferences with school service personnel and agency staff c. Compiles records of each office for the central offices of the Board and State
Associate Director, School Social Services	1. Supervision of the School Social Work Program	a. Recruits, selects, and places staff b. Conducts in-service training c. Holds regular conferences with District Supervisors d. Conducts Supervisors' meetings together with the Director of Pupil Services e. Consults with the Director of Pupil Services f. Participates in meetings, panels, institutes, and seminars

Staff Member	Functions	Duties
Associate Director, School Social Services (contd.)	2. Provision of Special Guidance Services	a. Interviews girls released from correctional institutions and unmarried mothers of compulsory school age and their parents to plan and arrange re-entry into school b. Interviews child and parent(s) and arranges for transfer if deemed advisable
	3. Dissemination of information on children having attendance and adjustment problems to in-school services and community agencies	a. Supervises the maintenance of a central coordinated file b. Sends summaries to outside agencies (including Juvenile Court) c. Communicates the value of the School Social Work Program to agency personnel, and establishes an effective working relationship with them d. Helps principals to recognize the value of and to request Mental Health Services when appropriate

B. Intra-staff Communication and Coordination

1. In-service training programs are planned by the Associate Director, School Social Services.

2. Staff meetings are held by District Supervisors with the members of their respective office staffs.

3. Weekly conferences are held between supervisors and workers with additional meetings scheduled when necessary.

4. Regular conferences are held between supervisors and the Associate Director.

5. Supervisors' meetings are called and attended by the Director of Pupil Services and/or the Associate Director.

C. Communication between Program Staff and Others

1. Referrals for social work treatment are initiated by conferences between school personnel and the school social worker. In addition to this primary communication, continual contact is maintained by the staff who exchange information, assess progress, and discuss plans and procedures which will promote maximum benefit from the program for the child.

2. Referral by the school social worker to special school or community agency personnel results in a mutual exchange of social, psychological, and progress data.

APPENDIX B

INTERVIEW GUIDE FOR SCHOOL SOCIAL WORK PROGRAM

_______________________________ Elementary_____ Secondary____
(Name of School)

_______________________________ _______________________________
(Student population (Date of interview)

PERSON INTERVIEWED:

Principal______Vice Principal______School Social Worker_____

School Social Worker Schedule

DAY	From(time)	To	Location while in Building
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

I. Does the School Social Worker:

	YES	NO
Have a private office	____	____
Share office space	____	____
Have undesignated workspace	____	____

II. If office space is shared on a scheduled basis:

State with whom (job titles)	State times when this space is NOT AVAILABLE during School Social Worker's Schedule

III. If office space is neither shared nor of a fixed location, is there a private place for interviewing students and/or parents?

Always____Generally____Sometimes____Never____Do not know____

IV. Would you say that all necessary facilities are available for carrying out this program?

A. YES____ NO____ DO NOT KNOW_____

B. If NO, please specify______________________________

____

V. A. Does the allocation of facilities for the School Social Work Program result in sacrifice of any other school functions?

YES____ NO____ DO NOT KNOW_____

B. If YES, please explain ______________________________

____

____

VI. A. Does the allocation of facilities for this program result in any sacrifice of other school objectives?

YES____ NO____ DO NOT KNOW_____

B. If YES, please explain ______________________________

____

____

VII. A. Is this kind of program affected by the type of facilities available?

YES____ NO____ DO NOT KNOW_____

B. Specify the reasons for your reply ______________________________

____

____

VIII. A. If facilities are not available, have plans been made to provide them?

YES____ NO____ DO NOT KNOW_____

B. If YES, please specify ______________________________

____

____

IX. Is there sufficient time for students to participate in this program?

YES____ NO____ DO NOT KNOW_____

X. A. What activity does the student(s) give up in order to participate in the program?

B. What would the consequences have been to other educational objectives if the students had not participated in the program?

____

____

____

XI. A. Is there sufficient time for school personnel to participate effectively in the program?

YES____ NO____ DO NOT KNOW____

B. If NO, please elaborate______________________________

____

____

APPENDIX C

SCHOOL SOCIAL WORK PROGRAM
QUESTIONNAIRE FOR PRINCIPALS

THIS QUESTIONNAIRE HAS BEEN DESIGNED BY THE OFFICE OF RESEARCH IN AN ATTEMPT TO UPDATE THE INFORMATION NECESSARY TO ITS EVALUATION OF THE SCHOOL SOCIAL WORK PROGRAM AS IT IS CURRENTLY OPERATING. PLEASE ENSURE THAT THE QUESTIONNAIRE IS COMPLETED AND RETURNED TO THE OFFICE OF RESEARCH BY JUNE 5TH.

Name of Principal ______________________________
Name of School ______________________________

---

1. Possible reasons for referring a student to the School Social Work Program are listed below. Mark with an X those reasons which you feel are appropriate for referral to the school social worker.

_____ Behavior problem

_____ Health problem

_____ Parental neglect

_____ Persistent tardiness

_____ Personality problem

_____ Underachievement

_____ Unlawful, irregular, or prolonged absence from school

2. Who is responsible for referrals to the school social worker? (LIST BY POSITION)

____

____

____

____

3. Name any other school personnel who make direct referrals to the school social worker, and list the circumstances under which the referral would normally be made.

School Personnel	Circumstances
____________________	______________________________
____________________	______________________________
____________________	______________________________

4. a. Do you have any means of controlling the number of students in the social worker's job load?

____YES ____NO

b. If YES, please specify ______________________________

____

5. a. Is there any communication between yourself and the school social worker after you refer a student?

_____ Always

_____ Generally

_____ Seldom

_____ Never

IF NEVER, MOVE TO QUESTION 6

b. If YES, what is your usual means of communication?

_____ Scheduled conference _____ Memo

_____ Telephone _____ Chance meeting

6. How does the school social worker communicate with teachers and other school personnel?

____

____

7. a. Has anyone explained the purpose of the School Social Work Program to you?

________ YES ________ NO

b. If YES, who? ____________________________________

8. READ EACH OBJECTIVE LISTED BELOW AND RANK THE TYPES OF SERVICE LISTED ACCORDING TO THEIR RELEVANCE TO EACH OBJECTIVE. Place A 1 IN THE BLOCK OF THE SERVICE WHICH IS MOST RELEVANT TO THE OBJECTIVE, AND A 2 IN THE BLOCK OF THE SERVICE WHICH IS THE SECOND MOST RELEVANT. CONTINUE IN THIS MANNER UNTIL ALL THE BLOCKS ARE FILLED. ASSIGN AN EQUAL RANK TO ANY SERVICES YOU FEEL HAVE EQUAL RELEVANCE.

	TYPES OF SERVICE				
OBJECTIVES	COUNSELING	MENTAL HEALTH	PSYCHOLOGICAL	SOCIAL WORK	OTHER (NAME)
Adults in the school setting reward the more desirable behaviors of the child.					
The child recognizes the compatibility between education experiences and the realization of his own goals.					
There is evidence that the child has learned new ways of behaving.					
Parents demonstrate improved attitudes toward the school setting by rewarding the more desirable behaviors of the child.					
The child is aware of alternative behaviors for the realization of his own goals					

8. SECONDARY COUNSELORS PROGRAM

8. SECONDARY COUNSELORS PROGRAM

Summary

The Pittsburgh Public Schools began appointing counselors to secondary schools as early as the 1920's. At that time the growing complexities of a specialized society together with the wider range of interests and abilities of students necessitated the provision of new student services. These services were designed to gather more specific information about the students and to acquaint them with the opportunities available.

The 1968 evaluation of the Secondary Counselors Program dealt with two major areas of concern: (1) the compatibility of the program with the school environment and (2) the extent to which program operation is consistent with program intent as expressed in the program definition. The findings of the evaluation showed that the program is perceived as fitting in well with the school environment, although a shortage of time and a lack of adequate facilities were indicated. It was also noted that a possible overlap of counselors' and school social workers' functions might lead to conflict. In the area of program operation it was discovered that only one-half of the counselors allocate full time to counseling functions. This year's evaluation also touched on definition activity by further specifying characteristics of students counseled and the source of counselors' referrals.

Introduction

History of the Program

In the 1920's the Pittsburgh Public Schools began appointing guidance counselors to the secondary schools for grades 9 through 12. At that time it was felt that schools should provide this service in light of the growing complexities of a specialized society with increasingly diverse demands. The function of the counseling service was seen as the gathering of specific information about students and the dissemination of information concerning job opportunities.

In 1954 the Pittsburgh Board of Public Education recommended that the existing guidance service be expanded so that one counselor could be provided for every 500 students in secondary schools. However, lack of funds did not allow that target to be met. It was not until the passage of ESEA Title I in 1965 that funds became available to bring the counselor-student ratio closer to the 1954 recommendations.

The first year's evaluation of the Secondary Counselors Program consisted of a preliminary examination of the scope and nature of the counseling program. The recorded proceedings of four discussion groups held throughout the year, formed the basis for the program definition, which was reported in the 1967 ESEA Evaluation Report.

Description of the Program

The Division of Compensatory Education issued the following statement in 1966:

> This project [counseling] is designed to meet more realistically, with guidance and counseling services, the needs of disadvantaged elementary and secondary pupils. Typically, the disadvantaged child needs to be helped with his total development: educationally, socially, and emotionally.
>
> It is designed to reduce the counselor-pupil ratio in secondary schools; to provide counseling service for elementary pupils; to strengthen home and school visitor services; to provide graduates and drop-outs with job placement services.

The Secondary Counselors Program attempts to meet these objectives by providing the following services: helping the student realistically assess his potential; and assisting in attaining it by aiding him in selecting appropriate courses; and encouraging him to continue his education or make realistic plans for his future employment.

In the 1967-1968 school year the Secondary Counselors Program was operational in 24 junior and senior high schools and 28 elementary buildings with seventh and eighth grades. In junior and senior high schools one or more counselors were assigned to a school for the entire acadamic year. Counselors in elementary schools having seventh and eighth grades were assigned to several schools, spending a few days a week in each.

Services of the Office of Vocational Placement are available to all former and present high school students. Through the resources of this office, particularly the extensive file of local job contacts, students who need part-time employment, graduates who are unable to find employment through the usual channels, dropouts, and community agency referrals are helped both through job placements and through adjustive counseling. The counselor may direct a student to this office for aid in obtaining a job; to participate in activities that will provide him with greater educational and vocational opportunities, such as the Negro Educational Emergency Drive (NEED) scholarship program; or to work towards eliminating problems which may interfere with his ability to get a job.

The counseling program functions within the total school environment. Counselors, teachers, school social workers, specialists, and administrators must combine their knowledge about each student to promote effective program operation. If more than one professional is concerned with a student, it is advisable that each deal with his own area of specialty, rather than duplicate services or work in divergent directions.

All students in the secondary school participate in the counseling program, individually and in groups. When the counselor addresses a student individually he usually discusses scheduling, vocation, or problems unique to that student. Group sessions are a convenient way of discussing colleges, of imparting information concerning occupations, or of discussing concerns that are common to all the assembled students.

The Pittsburgh Board of Public Education requires that all counselors in Secondary schools have a Master's Degree and three years' teaching experience.

The counselor is available throughout the school day. To ensure that all students take advantage of the counseling service, the counselor(s) systematically schedules all students in the school. However, students are encouraged to request a meeting with the counselor independent of the scheduled meetings, and other school personnel may refer a student for counseling services. Student concerns usually include academic problems, peer problems, student-teacher conflicts, and requests for permits or recommendations.

In order to provide the counseling and guidance services outlined above, the counselor needs private office space to permit privacy and promote confidentiality. In ideal circumstances the office is provided with a desk, chairs, a filing cabinet, and a telephone. Adequate space is provided for group discussion; and group testing is conducted in a quiet, well-lit room, equipped with comfortable chairs, desks, or tables. (For a fuller description of the program the reader is invited to consult the program definition which is contained in Appendix A.)

Quality of Program Design

Method

It was hoped that during the 1967-1968 school year information could be obtained to further specify currently vague statements in the definition. Although the 1968 definition of the Secondary Counselors Program states that one group of students dealt with by the counselor are those in the General Group, no description of this group is given in the definition. Consequently, principals were asked to supply this information during an interview. Definition activity was also designed to provide information about the concerns that students discuss with counselors and the person who refers students to the counselor.

Findings

Principals supplied a list of criteria which are employed in selecting students for the General Group. Counselors reported that their conferences with students most frequently dealt with vocational guidance or scheduling. The counselors also provided a breakdown of who initiates student-counselor conferences, and for what reasons. A more detailed account of the findings follows.

Characteristics of Students in the General Group. Principals stated that students in the General Group:

1. Are undecided about their school program, vocation, and occupation
2. Were unsuccessful in other school programs
3. Are disinterested and not motivated
4. Lack skills essential to participate in other school programs
5. Are not going to college
6. Participate in academic and commercial courses
7. Have OVT interests and ability, but do not want to be classified as OVT students
8. Are in the "average" I. Q. range

Student Concerns and Sources of Student Referrals. Counselors indicate that 44 percent of student-counselor conferences are initiated by the student; 20 percent by the counselor; 20 percent are recommended by the classroom teacher; and the remaining 16 percent are initiated by medical personnel, parent, principal, school social worker, and vice-principal. Counselors report that conferences initiated by the student are usually for the purpose of discussing academic problems, getting a part-time job, obtaining a work permit or recommendation, discussing a peer problem, talking about a personality conflict with a teacher, or obtaining vocational guidance. Conferences recommended by the counselor usually concern academic problems, scheduling, or vocational guidance. Teachers usually initiate student-counselor conferences because of absenteeism or a discipline problem.

Compatibility of Program with the School Environment

Method

In order to determine the compatibility of the Secondary Counselors Program with its environment, an investigation was conducted into the use of space and time, and the duties of the counselor in relation to other professional personnel.

All 53 public schools in which the program is operational were included in the study. All secondary counselors and school social workers were administered a questionnaire, and all principals in whose schools the program had been implemented were interviewed. (See Appendix B for a copy of the questionnaires and the interview schedule.)

Findings

It was found that the goals of the program are considered consistent with those of the overall school program. Counselors, principals, and school social workers were unwilling to admit a time conflict although it was shown that students have to give up classtime to participate in the program. All three groups agreed that there was a space conflict. Neither principals nor school social workers reported a conflict between the duties of the school social worker and the counselor, although one-half of the counselors perceived such a conflict. A more detailed account of the findings follows.

Principals, school social workers, and counselors endorse the goals of the counseling program as consistent with the goals of the general school program.

When asked from what activity students are most likely to be released when they are with the counselor, 78 percent of the counselors, 50 percent of the principals, and 33 percent of the school social workers reported classtime. Counselors were asked what activity principals, school social workers, teachers, and other administrative personnel give up to participate in the counseling program. They reported that preparation time and classtime are sacrificed equally by these personnel.

Thus, to participate in the program, both students and teachers must give up classroom time. Yet when asked, 63 percent of the counselors, 50 percent of the principals, and 97 percent of the school social workers were unwilling to admit a time conflict between the counseling program and other school programs.

Respondents were asked whether the counseling program conflicted with any other school program in terms of available space. Sixty-two percent of the counselors, 66 percent of the principals, and 66 percent of the school social workers stated that there was a conflict. Counselors said they find it necessary to disorganize academic classes and relocate students in order to make room for group guidance and testing. Sixty-five percent of the counselors also described their facilities as inadequate and provided a list of recommendations:

1. More adequate space is required for testing, career conferences, group guidance, counseling, and storage.
2. There should be a waiting room for students.
3. Counselors should each have a private office to alleviate over-crowding, permit privacy, and promote confidentiality.
4. Office improvements such as better ventilation, window shades, and draperies should be made.
5. Counselors should have a private telephone service as well as additional book shelves and filing cabinets.
6. There should be a petty cash budget available to counselors.
7. Counselors need additional clerical help.

Neither secondary principals nor school social workers reported a conflict between the duties of the counselor and school social worker.

However, nearly one-half of the counselors perceived this role conflict. Counselors feel that some school social workers do not take them into their confidence when both are dealing with the same student. Often both parties work in divergent directions when it would be more beneficial to the student if they consulted and complemented each other's roles.

Program Operation

Method

The program definition implies that the counselors' services are available to students throughout the school year. Prior evaluation had shown that only one-half of the counselors were allocating full time to their counseling functions. Consequently, attention was turned to determining the activities counselors engage in during the school year. Sixty-five junior and senior high school counselors in 23 schools were interviewed. The counselors were shown a list of 15 activities in which they might engage during the school year and were asked questions about which of the activities they engaged in, and which of the 15 activities they considered most essential to the Secondary Counselors Program. They were also shown a list of 13 problem areas and were asked to indicate how many of these problems they dealt with per week. (A copy of the instrument may be found in Appendix C.)

Findings

Most of the counselors reported that during the school year they performed 10 of the 15 activities. Regarding the allocation of their time to the different activities, it was shown that, to the extent that they were engaged in counseling activities, they performed those duties stipulated in the definition. Aside from the activities specified in the program definition, most counselors reported that they performed clerical work. They also indicated they spent some small amount of time supervising halls and cafeteria, supervising the meetings of the student council, selling tickets for special functions and sporting events--duties which are not specified in the program definition.

Counselors were asked which of the 15 activities they believe to be essential to the Secondary Counselors Program. The activities they believed to be essential are presented in descending order, with the most essential listed first:

1. Orient new students
2. Offer individual or group vocational guidance
3. Confer with parents
4. Organize and administer the testing program
5. Confer with teachers about individual students
6. Arrange meetings for occupational and educational conferences

In general, counselors' responses are congruent with their functions and duties as stated in the program definition. However they omitted three of the functions mentioned in the definition as essential to fulfilling program objectives: (1) providing individual or group psychological and behavioral counseling; (2) reporting and interpreting test results to students, parents, and teachers; and (3) scheduling students. This suggests that either counselors' functions and duties need to be modified in the program definition or that program directors need to communicate more effectively in outlining counselors' responsibilities to them.

Student Concerns. Counselors were shown a list of 13 problem areas which concern students and were asked to indicate how many times in an average week students brought these problems to them for discussion. The purpose of this exercise was to determine the percentage of students discussing each of several issues with the counselor. For analysis, the 13 problem areas were collapsed into four categories: (1) positive school relevant, (2) negative school relevant, (3) positive nonschool relevant, and (4) negative nonschool irrelevant. Table 1 indicates which problem areas were placed in each category and the average number of category problems the counselor deals with each week.

TABLE 1

Problem Areas by Category and Percentage of Students Having These Problems Seen by Counselor per Week

	Positive	Negative
School Relevant	Sporting and social functions Student scheduling Vocational guidance $\bar{x} = 41.52$	Absenteeism Academic problems Discipline problems Student-teacher personality conflicts $\bar{x} = 26.56$
Non-school Relevant	Aid in securing job Securing work permit Writing recommendations $\bar{x} = 22.04$	Family problems Peer problems Psychological problems $\bar{x} = 13.02$

Table 1 indicates that in an average week most of the students the counselor confers with discuss positive school relevant topics. Approximately an equal amount of time is spent with students discussing negative school relevant and positive nonschool relevant problems. The least time is spent discussing negative nonschool relevant problems.

Discussion and Conclusions

The 1968 evaluation indicates that the goals of the counseling program are consistent with the goals of the general school program. The program, however, does present a time and space conflict with instructional programs. To remedy the time conflict counselors suggest the introduction of an activity period. This would permit students and teachers to participate in the program without missing classtime. Program directors, however, do not feel this is feasible. Instead, they recommend counselors call students preferably from study halls and non-academic classes (i.e., art, physical education, etc.) or from classes in which the student excels.

Research activity has pointed out that counselors perceive a conflict between their role and that of the school social worker. As stated earlier, most school social workers and secondary principals do not perceive this conflict. Counselors cite a lack of communication and cooperation between the two professionals as evidence. Program directors believe that if there is a lack of communication it may be due to the fact that the itinerant schedules of the counselor and school social worker do not permit them enough time to confer. It is possible for a secondary counselor working in an elementary school with seventh and eighth grades to serve one particular school one or two days a week, while the school social worker may visit the same school on one of the days when the counselor is at his other assignment. Consequently, communication between the two is difficult. In junior and senior high schools where the counselor and school social worker usually are present at the same time, program directors suggest they try to meet regularly to discuss clients and exchange ideas. Program directors have taken steps to further define the counselors' duties and lessen this role conflict. In-service training sessions are regularly scheduled. At future meetings this topic will be presented for open discussion. Although it has been shown that counselors generally engage in those duties accorded them in the program definition, activities are performed that are not stipulated. The most notable of these is clerical work--a function which accounts for a large amount of the counselors' time.

APPENDICES

APPENDIX A

Secondary Counselors Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The counselor is seen as a link between the teacher and the student and a liaison between the school and the community in terms of helping the student, the teacher, other school personnel, and parents make the most effective use of the educational facilities available to them.

II. Scope

A. Number of Pupils and Schools Involved

There are 31,000 students involved in the program in 54 schools.

B. Grades or Ages of Participants

Secondary counselors work with the following groups:

1. Seventh- and eighth-grade students in elementary school settings of the K to 8 types
2. Junior high school students
3. Senior high school students

C. General Description of Staff

1. Director of Pupil Services (1)
2. Associate Director of Guidance and Counseling (1)
3. Associate Director of the Office of Vocational Placement (1)
4. Employment counselor (1)
5. Counselors (72)

OUTCOMES

I. Major Objectives--changes expected to occur as a result of the program. There are two types of major objectives.

  A. Terminal Objectives--outcomes that are directly attributable to the program and demonstrate the success of the program

    1. The student makes decisions which result in the best possible harmony between him and the curriculum.

    2. The student makes realistic plans for continuing his education and/or future employment.

    3. The student improves his social-emotional adjustment, both in and out of school.

    4. The teacher evaluates and modifies instruction.

    5. Decision makers are provided with information on patterns of student behavior in relation to school objectives.

  B. Ultimate Objectives--the long-range goals of the program. These are the objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

    1. The student achieves maximum educational and personal adjustment.

    2. The student realizes his vocational potential and makes a good adjustment to a working environment.

    3. The school curriculum is improved.

II. Enabling Objectives--outcomes that are instrumental in achieving the terminal objectives

  A. The student is aware of his potential and limitations.

  B. The student sees his potential and limitations in relation to the existing curriculum.

  C. The student is aware of the guidance services and opportunities available to him.

D. The student is aware of school offerings that have relevance for future decisions.

E. The student is aware of sources of financial assistance for continuing education and opportunities for future employment.

F. The student is supported by his parents in pursuing goals which he can achieve.

G. The teacher is aware of his students' potential and their levels of achievement.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

A. The school effectively utilizes the community resources available to its students.

B. The Office of Vocational Placement acts as a bridge between prospective employers and potential employees.

IV. Criteria for Successful Completion of or Removal from the Program

Termination of the program may occur when the student leaves school, either before or at the time of graduation. The Office of Vocational Placement, however, may provide services for students after they leave school.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

Each student in grades 7 through 12 in the Pittsburgh Public Schools participates in the program.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

For special program counseling, the types of students handled and their entering characteristics are indicated below:

1. Students with achievement lower than their potential
    - a. Have low reading ability
    - b. Are discouraged about school work
    - c. May be of average intelligence but are underachieving

2. College Group
    - a. May be from higher socio-economic backgrounds
    - b. Have home environments which encourage academic achievement
    - c. Are successful in academic work
    - d. Are high achievers
    - e. Are relatively mature

3. OVT Group
    - a. Have abilities ranging from low average to high average
    - b. Are not interested in academic subjects
    - c. Are interested in and have aptitude for technical or applied subjects
    - d. Are supported by home environments in their technical interests

4. General Group

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director of Pupil Services	1. A Master's Degree 2. Graduate study in guidance and counseling and related fields 3. Experience as a teacher and counselor	
Associate Director of Guidance and Counseling	1. A Master's Degree in Guidance and Counseling 2. Graduate study in guidance and counseling and related fields 3. Experience as a teacher and counselor	
Associate Director, Office of Vocational Placement	1. A Master's Degree in Guidance and Counseling 2. Graduate study in guidance and counseling and related fields 3. Experience as a teacher and counselor	
Counselors	1. A Master's Degree 2. Three years' successful teaching experience	1. Understanding 2. An interest in students 3. A warm personality 4. The ability to listen 5. The ability to work on a team 6. A sense of humor 7. Tact 8. The ability to handle confidential material 9. Meticulousness

Staff Member	Professional Qualifications	Personal Qualifications
Counselor (contd.)		10. Adaptability 11. Courage 12. Commitment 13. Good judgment 14. Maturity 15. Insight 16. Creativity 17. Imagination 18. Flexibility 19. Empathy

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

Principals in the individual schools provide support for the Secondary Counselors Program by doing the following things:

1. Setting policy--making decisions and establishing procedures that enable the counseling program to function effectively within the school environment
2. Providing facilities--making the facilities available that are necessary for the successful operation of the counseling program
3. Dealing with the operation and execution of the program--cooperating and supporting the counseling program by working with the counselor(s), students, and other personnel where cooperation is essential

B. Human Resources--nonadministrative and nonstaff personnel whose contributions and cooperation are necessary to the operation of the program

1. Testing Agencies
    a. ACT--American College Testing Program
    b. CEEB--College Entrance Examination Board
    c. National Merit Testing Program

2. Community Agencies

    a. Bureau of Vocational Rehabilitation
    b. Community Action Agencies
        (1) Recreational
        (2) Tutorial
    c. Juvenile Court
    d. State Employment Bureau
    e. United Fund Organization
    f. The Urban League
    g. Youth Opportunity Center
    h. Youth Squad

3. School Personnel

    a. Classroom teachers
    b. Community agent
    c. Instructional leaders and department heads
    d. Itinerant teachers
        (1) Hearing specialists
        (2) Reading specialists
        (3) Speech pathologist
    e. Psychologist
    f. Resource room teacher
    g. School doctor
    h. School nurse
    i. School office secretary
    j. School social worker
    k. Sight conservation specialist
    l. Team leaders

4. Board Personnel

    a. Associate Director of the Office of Vocational Placement
    b. Mental health team

C. Media--the materials, supplies, and equipment required for program activities

1. A stopwatch

2. The following kinds of forms

    a. Class standing
    b. Cumulative records

c. Dropouts
d. Employers' information for students
e. File of potential employers
f. Follow-up studies
g. Permanent record cards
h. Profile cards
i. Testing materials
j. Transcripts
k. Work permits

3. The following materials are needed to carry out the vocational guidance part of the program:

    a. Audio-visual aids, especially films and film strips
    b. An overhead projector
    c. Up-to-date books on vocations

4. A tape recorder

5. The following specific professional books are used by counselors:

    a. Career Opportunities (New York Life)
    b. The College Handbook
    c. Colleges and Universities in Pennsylvania
    d. Comparative Guide to American Colleges
    e. Lovejoy's College Guide
    f. Manual of Freshman Profiles
    g. Occupational Outlook Handbook and Quarterly

D. Facilities

The following facilities are necessary to the Secondary Counselors Program:

1. Private office space for confidential interviewing

2. Office equipment

    a. Desk
    b. Desk chair
    c. Chair(s) for student(s)
    d. Adequate lighting
    e. Sufficient storage space
    f. Private telephone line
    g. Typewriter

IV. Time Constraints

The counselors' services are available to students throughout the school year. Some contacts with students are regularly scheduled (orientation, vocational guidance, testing), but others are dependent on individual student needs and aptitudes.

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

Each student in grades 7 through 12 meets with his counselor at least once a year for individual educational-vocational counseling. These contacts may be increased depending upon the programs in the school and the needs, interests, and aptitudes of the individual students.

In addition, the following special activities are designated:

1. Students and parents participate in orientation activities.
2. Students participate in the testing program.
3. Counselors interpret the results of tests to students, parents, and teachers, emphasizing what the results indicate with respect to the students' potential and problems.
4. Students learn about enrichment programs such as tutorial services, which are available to them.
5. Students, teachers, and parents learn about programs, such as the Exploratory OVT Program, which are geared to the child's particular line of interest.
6. Students may be referred to the Office of Vocational Placement. After referral they participate in the following activities:

a. An interview by the program counselor or the associate director.[1]

b. Assistance in one of the following ways:

  (1) Helped with placement in a job
  (2) Counseled[2]
  (3) Helped to work out future educational plans[3]
  (4) Referred to appropriate social service agencies according to their particular problems

c. A follow-up study to see if further problems have arisen.

---

[1] In some cases when the program is only being utilized by high school counselors for information on vocational openings, this step is not included. If, however, the student is referred by parents, child accounting supervisors, school social workers, central office school personnel, secondary school counselors, secondary school administrators, Juvenile Court probation officers, or community agencies, then the interview of the student is the initial step toward achieving the program's objectives.

[2] The program augments the efforts of the counselor to keep students in school, even to the extent of tailoring schedules to permit part-time schooling and part-time employment. The program encourages dropouts to continue their education in the evening school and works with the Pennsylvania State Employment Service in registering dropouts for Federal Manpower Training, for Job Corps, and for enlistment in the City Neighborhood Youth Corps.

[3] Students who are graduating are encouraged to continue their training, either on the college level with scholarship assistance or in post-high school offerings in vocational and technical schools.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff Members	Functions	Duties
Director of Pupil Services	Coordination of Pupil Services	a. Schedules monthly meeting with counselor b. Helps select new personnel c. Coordinates Secondary Counselors Program with other programs in the Division of Pupil Services
Associate Director of Guidance and Counseling	Administration of the program	a. Observes the program operating in the school b. Helps in selecting new personnel c. Attends monthly counselors meeting d. Acquaints new counselors with the program e. Recommends the purchase of materials
Associate Director Office of Vocational Placement	Administration and operation of the Office of Vocational Placement	a. Schedules monthly meeting with counselors b. Makes and maintains contacts with potential employers c. Arranges high school visits by potential employers d. Helps select students for NEED scholarships

⑥

Staff Members	Functions	Duties
Counselor	1. Counseling and guidance of students	a. Maintains a testing program b. Establishes orientation for new students c. Provides information on occupations, job trends, training opportunities, and scholarships d. Arranges student transfers to new classroom when essential
	2. Provision of information for improvement of parental guidance, instruction, and administrative action	a. Submits students' course selections to principal b. Identifies the needs of dropouts and poorly adjusted students c. Confers with parents about students' schedules and plans d. Reports and interprets test results to teacher e. Confers with teachers about individual students
	3. Maintenance and utilization of contacts with community agencies and resources	Provides names of students who may benefit from working with community agencies

B. Intra-staff Communication and Coordination

1. Program staff and high school counselors hold monthly meetings to exchange information and work on mutual problems.
2. The Director of Pupil Services circulates bulletins and special materials.
3. The Office of Vocational Placement sends lists of opportunitites informing high school counselors of student job opportunities.

C. Communication Between Program Staff and Others

1. Counselors participate in regular teachers meetings.
2. Counselors hold meetings with parents and local civic groups including community action organizations.
3. Counselors receive bulletins from principals.
4. Counselors maintain informal contact with teachers.
5. Counselors maintain telephone contact with potential employers.
6. Counselors meet with administrative staff.

APPENDIX B

QUESTIONNAIRE FOR ELEMENTARY AND SECONDARY COUNSELORS PROGRAMS

WE ARE SENDING YOU THIS QUESTIONNAIRE IN AN ATTEMPT TO GATHER MORE COMPLETE INFORMATION ABOUT THE OPERATION OF THE ELEMENTARY AND SECONDARY COUNSELORS PROGRAMS. YOUR COOPERATION IN COMPLETING THE QUESTIONNAIRE IS ESSENTIAL TO OUR SUCCESS.

YOU MAY INDICATE YOUR RESPONSE TO THE QUESTIONS BELOW BY CHECKING THE APPROPRIATE BLANK UNDER EACH QUESTION. PLEASE DO NOT SIGN YOUR NAME TO THIS SHEET. AFTER COMPLETING THE QUESTIONNAIRE, PLACE IT IN THE SELF-ADDRESSED ENVELOPE ENCLOSED AND MAIL IT BY DECEMBER 15, 1967.

Do not write in this column

1. As a counselor in the Pittsburgh Public Schools, to what type of school are you assigned?

(1)____K-5 or 6
(2)____K-8
(3)____Other

2. Is most of the counseling you do:

(1)____Individual
(2)____Group

3. Would you say that the goals of the counseling program are consistent or inconsistent with the goals of the general school program?

____	____	____	____
Very consistent	Somewhat consistent	Inconsistent	Very inconsistent
(1)	(2)	(3)	(4)

4. To what extent do administrative personnel cooperate with the counseling program?

____	____	____	____
Very cooperative	Somewhat cooperative	Uncooperative	Very uncooperative
(1)	(2)	(3)	(4)

Do not write in this column

If you answered (1) or (2) to question number 4, answer:

Do administrative and cooperative personnel give up any of the following to participate in the counseling program?

(1) _____ Yes

    (1)___Preparation time
    (2)___In-service training
    (3)___Classtime

(2)_____ No

5. Are your present facilities adequate?

(1) _____ Yes
(2) _____ No

If no, please explain:

6. Does the counseling program conflict with any other school program(s) in terms of available time?

(1)_____Yes
(2)_____No

If yes, please explain:

7. Does the counseling program conflict with any other school program(s) in terms of available space?

(1)_____Yes
(2)_____No

If yes, please explain:

8. Do the students who participate in the counseling program have many attitudinal and/or behavioral problems?

(1)_____Yes
(2)_____No

9. From what activity are the students most likely to be released when they are engaged in counseling?

(1)____Lunch
(2)____Class
(3)____Study hall

10. People in different positions often have different ideas. Do you and your principal have similar or dissimilar ideas regarding counseling?

____	____	____	____
Very similar	Somewhat similar	Dissimilar	Very dissimilar
(1)	(2)	(3)	(4)

11. When there is a difference between counseling ideas of principal and counselor, whose ideas usually prevail?

(1)____Yours
(2)____Someone else's

12. How much time do you spend in counseling and guidance as opposed to other kinds of non-counseling activities?

____	____	____	____	____
Full time	3/4 time	1/2 time	1/4 time	Less than 1/4 time
(1)	(2)	(3)	(4)	(5)

13. How were you informed about the role and duties of the school social worker?

(1)____By the principal
(2)____At a meeting of Guidance Counselors
(3)____By the District Supervisor for School Social Services
(4)____By the school social worker
(5)____Other, specify____________________
(6)____Never informed

14. Is there any point at which the duties of the counselor and those of the school social worker overlap?

(1)____Yes
(2)____No

If yes, please explain:

Elementary-Secondary Counselors Programs
Questionnaire for School Social Workers

Name of School______________________________
Student Population____________________________
Date of Interview____________________________

1. Elementary____________(1)
   Secondary____________(2)

2. Does the allocation of facilities for the counseling program result in sacrifice of any other school functions?

   _____(1) Yes
   _____(2) No
   _____(3) Do not know

   If "Yes," please explain:

3. From what activity(ies) is the student most likely to be released when he is with the counselor?

   _____(1) Lunch
   _____(2) Class
   _____(3) Study hall
   _____(4) Do not know

4. Does the counseling program conflict with the social work program in terms of available space?

   _____(1) Yes
   _____(2) No

   If "Yes," in what areas:

   _____(1) Testing
   _____(2) Group guidance activities
   _____(3) Office space
   _____(4) Other, specify________________________

5. Does the counseling program conflict with the social work program in terms of available time?

_____(1) Yes
_____(2) No

If "Yes," please explain:

6. How similar would you say your ideas about counseling are to the counselor's?

_____(1) Very similar
_____(2) Somewhat similar
_____(3) Dissimilar
_____(4) Very dissimilar

7. Where there is a difference between your counseling ideas and those of the counselor, whose ideas usually prevail?

_____(1) Yours
_____(2) Counselor's

8. Do you participate in the counseling program?

_____(1) Yes
_____(2) No

9. How frequently do you participate in the counseling program?

_____(1) All the time
_____(2) Sometimes
_____(3) Rarely
_____(4) Never

10. What type of office does the counselor have?

_____(1) Private office
_____(2) Shared office with_________________________
_____(3) Undesignated work space

11. If the counselor's office is neither shared nor at a fixed location, is there a private place for the counselor to interview students and/or parents?

_____(1) Always
_____(2) Generally
_____(3) Sometimes
_____(4) Never
_____(5) Do not know

Elementary-Secondary Counselors Programs
Interview Schedule for Principals

Name of School______________________________
Student Population______________________________
Date of Interview______________________________

1. Elementary________(1)
   Secondary________(2)

2. How many full-time counselors are assigned to this school?______

3. How many part-time counselors are assigned to this school?______

4. Does the allocation of facilities for the counseling program result in sacrifice of any other school function(s)?

   ______(1) Yes
   ______(2) No

   If "Yes," please explain:

5. From what activity(ies) is the student most likely to be released when he is with the counselor?

   ______(1) Lunch
   ______(2) Class
   ______(3) Study hall
   ______(4) Do not know

6. Does the counseling program conflict with any other school program(s) in terms of available time?

   ______(1) Yes
   ______(2) No

   If "Yes," please explain:

7. Does the counseling program conflict with any other school program(s) in terms of available space?

_____(1) Yes
_____(2) No

If "Yes," please explain:

8. Is there any point at which the duties of the counselor and those of the school social worker conflict?

_____(1) Yes
_____(2) No

If "Yes," please explain:

9. What criteria are used in selecting students for the General Group?

10. There are various schools of thought with regard to counseling practices. How similar would you say your ideas about counseling are to the counselor's?

_____(1) Very similar
_____(2) Somewhat similar
_____(3) Dissimilar
_____(4) Very dissimilar

11. When there is a difference between your counseling ideas and those of the counselor, whose ideas usually prevail?

_____(1) Yours
_____(2) Counselor's
_____(3) Compromise

12. Do you participate in the program?

_____(1) Yes
_____(2) No

If "Yes," please explain:

13. How frequently do you participate in the counseling program?

_____(1) All the time
_____(2) Sometimes
_____(3) Rarely
_____(4) Never

14. In what ways do you cooperate in carrying out the Elementary-Secondary Counselors Program?

_____(1) Setting policy
_____(2) Providing facilities
_____(3) Dealing with the operation and execution of the program

15. Is a clerk assigned to the counselor(s)?

_____(1) Yes
_____(2) No

15a. If "Yes," how many hours per week are her services available to the counselor?
_____hours

15b. Often we find in organizations people do not take full advantage of given resources. How many hours per week, in fact, do the counselor(s) use the clerk's services?
_____hours

16. What type of office does the counselor have?

_____(1) Private office
_____(2) Shared office, with_____________________________
_____(3) Undesignated work space

17. If the counselor's office is neither shared nor at a fixed location, is there a private place for the counselor to interview students and/or parents?

_____(1) Always
_____(2) Generally
_____(3) Sometimes
_____(4) Never
_____(5) Do not know

APPENDIX C

SECONDARY COUNSELORS PROGRAM QUESTIONNAIRE

Counselor's name__________________ Interviewer's name_______________
School______________________________ Date_______________

I. INTERVIEWER: SHUFFLE THE CARDS

The items on these cards represent some activities you may perform as a counselor. Place those activities you engage in during the school year in one pile.

GIVE COUNSELOR THE CARDS AND RECORD RESPONSES ON THIS SHEET.

___ Arrange meetings for occupational and educational conferences

___ Confer with parents

___ Confer with teachers about individual students

___ Offer individual or group vocational guidance

___ Organize and administer the testing program

___ Orient new students

___ Provide individual or group psychological and behavioral counseling

___ Report and interpret test results to students, parents, and/or teachers

___ Schedule students

___ Perform clerical work

___ Make up the master schedule for the principal

___ Operate the school store

___ Sell tickets for special functions or sporting events

___ Supervise in halls and/or cafeteria

___ Supervise the student council

II. INTERVIEWER: RETAIN CARDS NOT SELECTED

Rank the cards that describe only those activities you perform. Place first the card that describes the activity on which you spend the most time, second the card that describes the activity on which you spend second most time, etc.

GIVE COUNSELOR THE CARDS AND RECORD RESPONDENT'S RANKS NEXT TO ACTIVITY.

___ Arrange meetings for occupational and educational conferences

___ Confer with parents

___ Confer with teachers about individual students

___ Offer individual or group vocational guidance

___ Organize and administer the testing program

___ Orient new students

___ Provide individual or group psychological and behavioral counseling

___ Report and interpret test results to students, parents, and/or teachers

___ Schedule students

___ Perform clerical work

___ Make up the master schedule for the principal

___ Operate the school store

___ Sell tickets for special functions or sporting events

___ Supervise in halls and/or cafeteria

___ Supervise the student council

III. a. Please tell me how many times, in an average week, you talk to students about the topics listed below.

FILL IN TOTALS COLUMN OF ARRAY.

1. Absenteeism
2. Academic problems
3. Aid in securing a part-time job
4. Discipline problems
5. Family problems
6. Peer problems
7. Psychological problems
8. Securing work permit or certificates
9. Sporting or social functions
10. Student's scheduling
11. Student-teacher personality conflicts
12. Vocational guidance
13. Writing recommendations

b. In question IIIa you noted the frequency of topics you discuss with students in an average week. Who initiates or recommends the conferences cited above?

SHOW COUNSELOR THE ARRAY AND ASK HER WHO INITIATES OR RECOMMENDS THE AREAS OF DISCUSSION SHE/HE HAS ALREADY NOTED.

People who are listed on the array are:

1. Medical personnel (nurse, doctor, psychologist, psychiatrist, mental health team)
2. Principal
3. Vice-principal
4. School social worker
5. Teacher
6. Parent
7. Self-referral
8. Counselor

	Medical Personnel	Principal	Vice-Principal	School Social Worker	Teacher	Parent	Self-Referral	Counselor	Totals
Absenteeism									
Academic Problems									
Aid In Securing Part-time Job									
Discipline Problems									
Family Problems									
Peer Problems									
Psychological Problems									
Securing Work Permit or Certificates									
Sporting or Social Functions									
Student's Scheduling									
Student-Teacher Personality Conflicts									
Vocational Guidance									
Writing Recommendations									
Totals									

IV. INTERVIEWER: SHUFFLE ALL THE CARDS

The items on these cards represent some activities counselors perform. Rank the cards according to importance. For example, place first the card that you feel is most essential to the counseling program, second the card that describes the activity you feel is second most essential to the counseling program, etc., until you have ranked all the cards you consider essential to the counseling program. Put aside the cards you feel are not essential to the counseling program.

GIVE THE COUNSELOR THE CARDS AND RECORD RESPONDENT'S RANKS NEXT TO ACTIVITY. PLACE AN X NEXT TO THE ACTIVITIES SHE/HE DOES NOT CONSIDER ESSENTIAL.

_____Arrange meetings for occupational and educational conferences

_____Confer with parents

_____Confer with teachers about individual students

_____Offer individual or group vocational guidance

_____Organize and administer the testing program

_____Orient new students

_____Provide individual or group psychological and behavioral counseling

_____Report and interpret test results to students, parents, and/or teachers

_____Schedule students

_____Perform clerical work

_____Make up the master schedule for the principal

_____Operate the school store

_____Sell tickets for special functions or sporting events

_____Supervise in halls and/or cafeteria

_____Supervise the student council

9. STANDARD SPEECH DEVELOPMENT PROGRAM

9. STANDARD SPEECH DEVELOPMENT PROGRAM

Summary

The Standard Speech Development Program was designed to give junior high school students control of standard English speech through pattern drills instruction. Instruction began in two schools in February 1967 following identification of local nonstandard speech patterns, curriculum development, and teacher training. By the end of the 1967-1968 school year, pattern drills formed part of the English curriculum in 37 qualifying schools.

Previous evaluation resulted in a detailed definition of the program and determination of its overall compatibility. In the current school year evaluation concentrated on (1) teachers' understanding of objectives, (2) their actual use of pattern drills, and (3) the effectiveness of an in-service training activity instituted during the school year. Analysis of data showed that many teachers were unable to identify valid program objectives and pointed up a discrepancy between recommended time allotments and actual classroom practice. No appreciable changes in teachers' attitudes or procedures occurred as the result of the in-service training.

Forthcoming evaluation will focus on redefining the program, developing suitable instruments for measuring student achievement, and reexamining teachers' attitudes and practices.

Introduction

Rationale for the Program

During his earliest years the native-born middle-class child acquires standard speech patterns through a constant, informal, trial-and-error process of repetition and correction. His control of standard speech is sufficiently firm before he enters school to enable his formal English courses to reinforce speech habits which are already developed. Conversely, children in deprived areas of our central cities inherit, along with other elements of their subculture, the language patterns of a nonstandard dialect. In much the same manner as their middle-class counterparts attain control of standard speech, these children achieve control of their normal speech patterns. However, nonstandard patterns receive no reinforcement in conventional English classes. On the contrary, by the time speakers of nonstandard English have reached junior high school they have repeatedly heard that their nonstandard forms are universally and irrevocably incorrect. Linguistically speaking, these children are at a double disadvantage. They have invested as much time and energy to achieve language facility as standard-English-speaking students, only to learn that all the while they have been speaking "poor English."

In contrast, the decision made in the Standard Speech Development Program to provide speakers of nonstandard English in our schools with the ability to control standard speech does not imply rejection or devaluation of their customary language habits. Indeed, it acknowledges the desirability of nonstandard speech in many daily situations. It is predicated rather on the realistic observation that successful social and business communication with middle-class speakers in the larger world depends upon the ability to use standard grammar and pronunciation.

Pattern drills instruction, with its emphasis on student participation and constant repetition, has proved effective over the years in teaching English to speakers of other languages. In a real sense, standard English is another language (or at least another dialect) for speakers of nonstandard English. It was reasoned that this method of instruction might be equally beneficial in teaching nonstandard speakers the patterns of standard English and might facilitate their ability to control these patterns automatically. Further, it was hoped that pattern drills, which do not depend on rules as a means to language learning, would eliminate the value judgments inherent in more traditional classroom techniques. As Ellison points out,

> .... the way to teach new forms or varieties or patterns of language is not to attempt to eliminate the old forms but to build upon them while at the same time valuing them in a way which is consonant with the desire for dignity which is in each of us.[1]

---

[1] Ralph Ellison, quoted in Social Dialects and Language Learning, ed. Roger Shuy (Champaign, Illinois, 1964), p. 71.

Thus, the underlying philosophy of the Standard Speech Development Program is fully consistent with a major goal of all Title I projects--to improve the self-image of students from deprived environments.

The Standard Speech Development Program was designed for all students in grades seven and eight in qualifying schools. Considerable attention was given to grade selection. Program planners were well aware that the optimum grade placement for teaching English as a second language to native speakers remains unresolved. For instance, Williamson reports that teachers in Memphis originally felt that the responsibility for concentrating on students' speech patterns, insofar as it concerned the schools at all, lay with the elementary school. "In recent years, however," she continues, "there has been a change in attitude. There is the general feeling that something can and must be done at the high school level, although it is still understood that much should be done in the elementary grades."[2] Blake and Amato are concerned with the same problem when they ask, "Which skills should be given priority and at what age levels?" This is one of the questions which they consider requires additional research.[3] Roger Shuy, consulting with the English department of the Pittsburgh Public Schools, stated as recently as June 1968 that there is still no convincing research to show at what age children can best learn the adult norms of standard English.

---

[2] Juanita Williamson, "Report on a Proposed Study of the Speech of Negro High School Students in Memphis," Social Dialects and Language Learning, ed. Roger Shuy (Champaign, Illinois, 1964), p. 23.

[3] Howard E. Blake and Anthony J. Amato, "Needed Research in Oral Language, "Part II, Elementary English, Vol. XLIV, no. 3, (March 1967), 261.

Despite this uncertainty, grades seven and eight were initially chosen for the present program mainly because of motivation. It was reasoned that students would more naturally develop a heightened interest in acquiring another set of oral language skills as they experienced the increased social and economic contact with speakers of standard English that is to be expected during the early adolescent years.

History of the Program

The Standard Speech Development Program was conceived as an ESEA Title I project in 1965. Three preliminary tasks were necessary before the program could become operational in the schools. These were: (1) the identification of the specific grammatical and phonological patterns to be taught, (2) the preparation of the pattern drills, and (3) the conducting of an initial in-service program to acquaint teachers with the philosophy of teaching standard English as a second language and train them in proper procedures and techniques. Each of these tasks was completed before the program became operational in any school. They are summarized below:

1. The linguistics consultant taped informal interviews with 96 representative students in six poverty-area high schools, made a preliminary analysis of the tapes, and on the basis of

frequency identified the speech patterns "which seem[ed] to be social class markers in the Pittsburgh area."[4]

2. Three teachers of high school English were selected by the Associate Director of Instruction for English to be trained by the consultant in writing the pattern drills curriculum. Wall charts to accompany the drills were prepared by the Office of Research. After revision under the consultant's supervision, an initial set of 87 pattern drills was prepared.

3. A one-day in-service training program in philosophy and procedures was conducted for teachers assigned to the program in the two qualifying secondary schools in which pattern drills instruction would first be given. The consultant also taught a demonstration lesson in each of these pilot schools.

Initial evaluation reflected the immediate needs for placing the program in operation. It centered on describing the program as it was originally conceived, and in analyzing a sufficient number of student interviews to identify the crucial local speech patterns of nonstandard speaking children in the manner described above.

In February 1967 pattern drills instruction was introduced in Conroy and Westinghouse junior high schools, the two pilot schools, as planned. Both of these schools had provided subjects for the student interviews. By the end of the school year, all teachers of seventh- and eighth-grade English in 20 qualifying secondary schools were instructed to incorporate pattern drills into their basic curriculum. To make this possible, an in-service session similar to the one conducted for teachers in the pilot schools was provided.

---

[4] Ann T. Anthony, "Research Project on Pattern Drills," ESEA Title I Projects: Pattern Drills, 1967, Board of Public Education (Pittsburgh, 1967), p. 47.

The following evaluation developments proceeded concurrently with the instructional activities listed above:

1. A program definition was prepared by teachers and administrators under the supervision of the evaluation staff.

2. Field interviews were conducted in the two pilot schools to determine the compatibility of pattern drills instruction with the schools' overall program. No serious conflicts were discovered.

3. A panel made up of program staff, evaluation personnel, and the linguistics consultant met to judge the adequacy of the program definition. At this meeting data from the field interviews were reported, and suggestions for redefining the program were recorded. The panel called attention to the need to expand the definition by:
    a. Developing sufficient enabling objectives to clarify the route toward terminal objectives
    b. Listing activities for all the enabling objectives
    c. Including measurement criteria, where possible, for the stated objectives
    d. Specifying qualifications for teachers and the appropriate activities to help them achieve these qualifications
    e. Formulating specific functions and duties for program staff

Copies of the definition and the panel's suggestions were distributed to teachers and administrators at the beginning of the next school year.

The beginning of the current school year saw the Standard Speech Development Program extended to ninth-grade classes in the 16 qualifying junior-high schools and to the newly opened Columbus Middle School. At the latter school sixth-grade students were also included in the program. Teachers in these schools were offered a Saturday morning workshop conducted by the consultant prior to their embarking on the program. During the second semester one of the teachers on the curriculum-writing committee, who had taught in the program in its first year at Westinghouse High School, conducted a half-day in-service session in each participating school.

In June 1968 the noted linguist Roger Shuy, Director of the Sociolinguistics Program at the Center for Applied Linguistics, conferred with the program's decision makers and supervisors about teaching standard English as a second language to native speakers of nonstandard dialects.[5] In addition to the previously mentioned disagreement concerning the ideal age for beginning pattern drills instruction, Dr. Shuy emphasized the following points:

1. Further study to determine the optimum frequency for pattern drills presentation is needed. Research in this area is scheduled for 1968-1969 in the public schools of Washington, D. C.
2. Linguists disagree on the proper sequence and priority of individual drills.
3. The competence of high school teachers to develop curriculum materials is open to question.
4. Curriculum planners should guard against over-generalization in the very complex task of leading adolescents to acquire control of standard speech. Individual differences can easily be overlooked in a too-rigid formulation of materials and techniques.

---

[5] Roger Shuy is editor of Social Dialects and Language Learning, published by the National Council of Teachers of English. A copy of this booklet was presented to all teachers of pattern drills in the spring of 1967 to supplement their understanding of the program's philosophy and objectives.

5. Decisions relating to the efficacy of instructional programs should not be made prematurely.

The relevance of Dr. Shuy's observations to the present program will be discussed in further sections of this report.

Description of the Program

The Standard Speech Development Program, formerly called "Pattern Drills Program," has two major objectives. Behaviorally stated they are: (1) the use of the standard speech patterns of Western Pennsylvania in appropriate situations, and (2) the ability to switch back and forth from standard to nonstandard speech as conditions require. Standard speech is defined by Irwin Feigenbaum as "that variety of English used by educated, socially well-placed members of the society in carrying out the business of the society."[6] One way to accomplish the objectives stated above is through pattern drills instruction. In the Pittsburgh Public Schools pattern drills instruction depends upon two basic student activities--listening to the standard English sound or grammatical form after receiving a cue from the teacher, and then repeating it in a variety of drill practices in large groups, small groups, and individually. Each separate drill is limited to a specific phonetic or grammatical form. Frequent substitution drills are presented in which students concentrate on nonessential substitutions in phrase or sentence content while the desired pattern remains constant, though unstressed. This practice reinforces the standard English pattern and leads to its eventual automatic control. Occasional test drills provide for informal evaluation and tie together a series of related exercises.

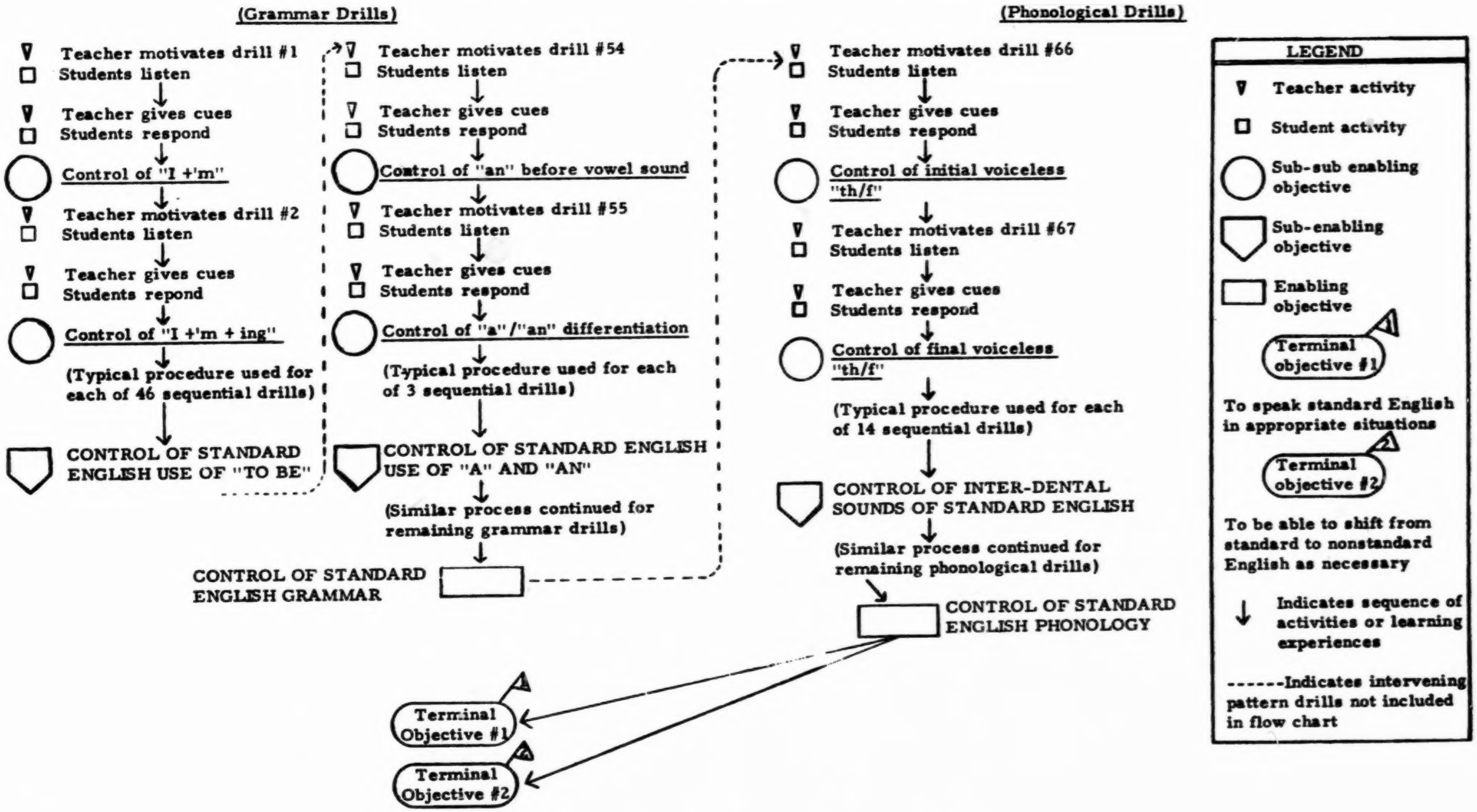
---

[6] Quoted from a paper delivered at a linguistics conference in Miami, Florida, April 1967.

The recommended procedure incorporates a ten- to fifteen-minute pattern drills lesson into every English period for all students in the specified grades and schools. Ordinarily each lesson consists of a single drill devoted to a particular phonetic or grammatical structure of standard English. Using the prepared drills according to prescribed directions, in a typical lesson the teacher begins by motivating the drill while the students listen and the pattern is established. Then the teacher gives a cue and the students respond. The process is repeated, with appropriate variations as to individual and groups responses, for the duration of the drill. Special charts accompanying many of the drills are an aid to motivation and sustained interest while they provide visual cues designed to elicit the proper response. A diagram depicting the process for presenting pattern drills and indicating the hierarchy and interrelationships of objectives is shown in simplified form in Figure 1 on page 9-11.

The students involved in the Standard Speech Development Program, though far from being a homogeneous group, have many observable

FIGURE 1: SIMPLIFIED DIAGRAM OF PATTERN DRILLS PROCESS


(Grammar Drills)
Teacher motivates drill #1
Students listen
Teacher gives cues
Students respond
Control of "I +'m"
Teacher motivates drill #2
Students listen
Teacher gives cues
Students repond
Control of "I +'m + ing"
(Typical procedure used for each of 46 sequential drills)
CONTROL OF STANDARD ENGLISH USE OF "TO BE"
Teacher motivates drill #54
Students listen
Teacher gives cues
Students respond
Control of "an" before vowel sound
Teacher motivates drill #55
Students listen
Teacher gives cues
Students respond
Control of "a"/"an" differentiation
(Typical procedure used for each of 3 sequential drills)
CONTROL OF STANDARD ENGLISH USE OF "A" AND "AN"
(Similar process continued for remaining grammar drills)
CONTROL OF STANDARD ENGLISH GRAMMAR
(Phonological Drills)
Teacher motivates drill #66
Students listen
Teacher gives cues
Students respond
Control of initial voiceless "th/f"
Teacher motivates drill #67
Students listen
Teacher gives cues
Students respond
Control of final voiceless "th/f"
(Typical procedure used for each of 14 sequential drills)
CONTROL OF INTER-DENTAL SOUNDS OF STANDARD ENGLISH
(Similar process continued for remaining phonological drills)
CONTROL OF STANDARD ENGLISH PHONOLOGY
Terminal Objective #1
Terminal Objective #2
LEGEND
Teacher activity
Student activity
Sub-sub enabling objective
Sub-enabling objective
Enabling objective
Terminal objective #1
To speak standard English in appropriate situations
Terminal objective #2
To be able to shift from standard to nonstandard English as necessary
Indicates sequence of activities or learning experiences
------Indicates intervening pattern drills not included in flow chart

characteristics in common which must be taken into consideration when planning instructional duties:

1. A majority of the students entering the program cannot control standard English.
2. Many students come from homes in which standard English is neither spoken nor accepted.
3. A large number of students feel that they would be ridiculed if they used standard English in their community.
4. Some students resist standard English because, in their opinion, its acquisition will lead adults to expect too much of them.
5. Many students expect language instruction to offer them a practical tool for communication.

For a more detailed description of the program see the program definition which is contained in Appendix A.

Program Operation

Statement of the Problem

The major evaluation effort of the current school year was to determine the degree of consistency between the operation of the Standard Speech Development Program and its defined specifications. This study was concerned with two questions: (1) how teachers were using the drills, i. e., how often they were being taught and for what length of time at each session and (2) whether teachers understood the purposes of pattern drills instruction. The rationale for asking the first question was pointed up by the weakness in the definition relating to the need to specify the duties and functions of teachers. It was considered especially important to observe the frequency of instruction and class time alloted to the drills in light of the consultant's observation that in order to meet the program's objectives relating to automatic control of standard speech, pattern drills should be taught for at least 15 minutes a day. The consultant reaffirmed this recommendation in a letter to the program's evaluator dated February 16, 1968 by stating:

> Although there is very little in applied research in social dialect work to indicate the optimum timing and duration of pattern drills in the classroom to develop control of standard English as a second dialect, I recommend the use of the pattern drills materials for a minimum of 15 minutes, five days a week, in the Pittsburgh Standard Speech Development Program. The regular daily use of the drills cannot be emphasized too strongly, since the immediate goal of developing a new set of language habits depends heavily on regular and repeated practice to establish automatic control.

The decision to ask the second question was dictated by the realization that if teachers are to present pattern drills properly, they should be able to state the program's overall objectives.

Method

Answers to the above questions were obtained in January 1968 through field interviews of 23 randomly selected teachers, approximately 25 percent of those in the program. The sample included teachers in elementary and secondary schools, with most geographic areas of the city represented. The instrument used in the interviews was a two-part questionnaire developed by the evaluation staff of the Office of

Research. (See Appendix B). Part I required that the respondents indicate the frequency and time allotments they thought desirable for pattern drills instruction in each grade, and then state the actual frequency and time allotment they provided in their classrooms. In Part II respondents checked from a list of 14 objectives those they considered pertinent to the program.

Six of the objectives listed were valid in terms of the program's definition, while seven were spurious in that they did not pertain to pattern drills instruction. Teachers were then asked to rank the objectives they had checked in terms of importance.

Analysis of the field interview of elementary and secondary teachers consisted of (1) a comparison between desired and actual time involvement and (2) a study of teachers' understanding of valid program objectives. The rank-ordering of objectives was not analyzed, since a judgment of their relative priority had not been established, nor was it believed to be especially important at the present stage of program development.

The same instrument was administered a second time approximately one semester after the completion of the previous interviews. In the interval an in-service training program had been held. It was hoped that the second administration of the instrument would determine what direct effects, if any, the in-service activity had had upon classroom practice and upon teachers' understanding of program objectives. In the interim there had been no change in organization and only minimal turnover of personnel. The instrument administered in the new cycle of observations differed from the earlier version in two minor respects: (1) the section on rank-ordering of objectives was eliminated, and (2) a section in which teachers were to evaluate the in-service training was added.

Findings

Analysis of data showed that many teachers were unable to identify valid program objectives and pointed up a discrepancy between recommended time allotments and classroom practice. No appreciable changes in teachers' attitudes or procedures occurred as a result of the in-service training. A more detailed account of the findings follows.

After the first administration of the interviews, the analysis resulted in the following findings:

About half the teachers were not holding the number of sessions per week that they considered desirable, as shown in Table 1:

TABLE 1

Differences Between Desired and Actual Number of Sessions per Week

	Differences per Week in Days				
	0	1	2	3 or More	Total
Number of Teachers Reporting Differences	12	6	1	3	22

Table 2 shows the wide variance of time allocated to pattern drills. In their conception of the desirable number of sessions per week, teachers ranged from zero to five, and the number of actual classroom presentations covered the same range. The bi-modal values were one and five sessions per week for both desired and actual sessions.

TABLE 2

Differences Between Desired and Actual Number of Sessions per Week

	Number of Sessions per Week			
	1 or Fewer	2-4	5	Total
Number of Teachers Reporting Desirable Sessions	5	8	9	22
Number of Teachers Reporting Actual Frequency of Sessions	9	8	5	22

As shown in Table 3, however, approximately three-fourths of the teachers were able to hold sessions of a length they considered desirable:

TABLE 3

Differences Between Desired and Actual Minutes per Session

	Differences in Minutes per Session			
	0	5	10	Total
Teachers Reporting Differences	16	5	1	22

Table 4 records an equally wide variance between the number of minutes per class period teachers felt they should give to pattern drills instruction and the amount of time they did in fact devote to it.

TABLE 4

Differences Between Desired and Actual Time per Class Period

	Number of Minutes per Session			
	10 Minutes or Fewer	10 Minutes	More Than 10 Minutes	Total
Teachers Reporting Desirable Number of Minutes per Session	10	7	5	22
Teachers Reporting Actual Number of Minutes per Session	12	6	4	22

Many teachers were uncertain about the program's objectives with almost 40 percent responding inappropriately. For instance, while 19 teachers recognized that an objective of the program was to use standard speech patterns automatically, 14 thought an objective was to substitute formal acceptable words and phrases for overused slang expressions, and 14 considered the correction of minor speech impediments a valid goal of pattern drills instruction. These last two were not goals of the program.

In the second series of interviews teachers generally reaffirmed their previous attitudes and practices concerning the time dimension. In summary,

1. Teachers did not see the need for daily presentation of pattern drills.
2. They fell somewhat short of realizing even the reduced frequency of presentation that they considered desirable.
3. They devoted less time to teaching the drills in each succeeding grade.

4. They were more likely to approach the recommended time for individual sessions than they were the recommended number of lessons per week.

5. They attributed the discrepancy between desired and actual practice to an overcrowded curriculum and lack of student interest.

A slight improvement was noted, in the second series of interviews, in teachers' ability to identify legitimate objectives of the program (69 percent appropriate responses versus 61 percent in the previous interviews). However, half of the teachers still saw the same two spurious objectives as valid--"To substitute formal acceptable words and phrases for overused slang expressions" and "To overcome noticeable speech impediments not requiring the services of a speech therapist"--and approximately one-third incorrectly identified two other invalid objectives, namely, "To increase their formal vocabulary" and "To spot errors in pronunciation and grammar in the language of their friends."

Over half the teachers credited the current in-service activity with helping them to lead their students to realize two crucial program objectives: (1) the ability to reproduce the phonology and grammar of standard English and (2) the power to use appropriate speech patterns automatically. However, the continued uncertainty of many teachers regarding program objectives was pointed up by the fact that almost one-fourth of them also stated that the recent in-service training had helped them to accomplish invalid objectives.

Discussion and Conclusions

Comparison of the present data with that obtained earlier in the year failed to show any appreciable effect of in-service training during the second semester. These data reinforce the need to mitigate the discrepancies in the areas studied.

The findings of the interviews pointed up a discrepancy between recommended time allotments and actual classroom procedure, which appears to be a serious obstacle to effective operation of the program.

Teachers had several explanations for their inability to meet the minimum time requirements they thought desirable. Foremost among these was competition of traditional components of the English curriculum for instructional time. A typical comment was, "They keep adding new things to the course of study, but they never take anything out." Another reason given for neglecting pattern drills was inappropriate subject matter for junior high school students. Although the curriculum committee made an effort to consider the maturity and interests of the intended population when writing the drills, teachers reported motivation problems resulting from what they believed was the irrelevant content into which the separate drills were cast. This became more acute in each succeeding grade. Another factor contributing to the time discrepancy was teachers' lack of security in the philosophy and procedures of pattern drills instruction.

Several solutions, either separately or in combination, are suggested. The time conflict may be ameliorated in three ways: First, the components of the present course of study in English in participating schools can be realigned to make possible a definite daily pattern drills lesson. Second, the pattern drills can be substituted for portions of the grammar and speech sections of the present course of study. The three-track construction of the English curriculum may make it relatively feasible to effect this substitution. Roger Shuy's recommendation that individual differences be considered supports this suggestion. Third, the program's objectives can be modified by specifying a more limited and less rigorous set of expectations, which would in turn reduce the amount of time needed for instruction.

The findings of the questionnaire showed that the teachers were still unable to distinguish between valid and inappropriate objectives despite in-service training. This cast considerable doubt upon the program's successful implementation. One way to accomplish improved understanding of objectives among teachers and give them greater competence in motivating and presenting pattern drills is through an intensified in-service training program. This training should be offered before teachers begin to teach the drills and should be designed to acquaint them with the program's philosophy as it relates to participating students in the Pittsburgh Public Schools. An ongoing in-service training program of demonstration and supervision tailored to specific classrooms and grade levels is also indicated. Shuy's statement about individual differences is again relevant.

Another area to be explored is the revision of existing materials to increase the relevance of the content of pattern drills for participating students. Attention should be given to writing new drills to attract the more mature students in the upper grades or to lowering the grade placement for the present program. The preparation of new materials regarding objectives and techniques for teacher reference is also in order. In undertaking this and the preceding activity, Shuy's concern about teachers' competence to develop pattern drills materials should be kept in mind.

Future Evaluation Activities

It will be recalled that the panel which met to judge the adequacy of the program's definition advocated inclusion of criteria to measure objectives. This recommendation led to specifying four aspects of student behavior which would need to be observed in order to measure student achievement. These are: (1) awareness of appropriate settings for using standard and nonstandard dialects of English, (2) perception of standard and nonstandard phonetic and grammatical forms, (3) physical ability to reproduce the sounds and grammatical constructions of standard English, and (4) ability to generalize standard speech forms in contexts other than those presented in the specific drills.

Since adequate instruments to measure these behaviors were not available, the Office of Research has undertaken responsibility for their development. Preliminary work was begun in the spring after consultation with Dr. John Upshur, Director of Testing, English Language Institute, University of Michigan. Several versions of a test to measure aural discrimination between standard and nonstandard English were developed by a psychologist in the Office of Research. These were administered to teachers of pattern drills at Columbus Middle School, and their comments solicited. As a result of teacher reaction, one form of the test was eliminated, and revisions on the others are being made.

At its present stage of operation, the Standard Speech Development Program is faced with two evaluation tasks of high priority. The first of these is to redefine the program with special attention given to writing explicit activities for objectives and to the time dimension. The second area of immediate concern will be to continue development of the instruments to measure achievement, and through their administration, to obtain data on student performance. The question of allocation of resources for the program will need to be determined by proof of its effectiveness in enabling students to control the speech patterns of standard English.

APPENDICES

APPENDIX A

Standard Speech Development Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The principal objective of the Standard Speech Development Program is to provide adolescents who ordinarily speak nonstandard English in all situations with the ability to speak the standard English of Western Pennsylvania when the occasion calls for its use. The rationale for the program acknowledges the place of both nonstandard and standard speech.

II. Scope

A. Number of Pupils and Schools Involved

At the end of the 1967-1968 school year, the program served approximately 6,000 students in 20 qualifying secondary schools, one middle school, and 17 qualifying elementary schools.

B. The Grades or Ages of Participants

Students served by the program include all those enrolled in grades 7, 8, and 9 in participating schools, and grade 6 in the middle school.

C. General Description of Staff

The staff for the Standard Speech Development Program is made up of all teachers of English in grades 7, 8, and 9 in participating schools, as well as grade 6 in the middle school. Supervision is provided by the Supervisor of English regularly assigned to the schools involved.

OUTCOMES

I. Major Objectives--the changes that are expected to take place in program participants as a result of their experiences in the program. There are two types of major objectives.

  A. Terminal Objectives--behaviors exhibited by participants at the end of the program which demonstrate successful completion of the program

    1. The student is able to communicate clearly with all speakers of English.

    2. The student is able to shift automatically from nonstandard to standard speech and vice versa as the situation requires.

  B. Ultimate Objectives--the long-range goals of the program. These are the objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

    1. The student's job opportunities will increase.

    2. The student's self-confidence will increase.

    3. There will be increased opportunity for the student to participate in the activities of middle-class society.

    4. The student's enthusiasm for participation and achievement in English classes will increase.

    5. The student's ability and willingness to communicate with speakers of standard English will increase.

II. Enabling Objectives--the skills, attitudes, and information which students must acquire during the program to ensure the accomplishment of major objectives

  A. The student is aware of the importance of standard speech in appropriate situations.

  B. The student respects the appropriateness of nonstandard dialects in specific circumstances.

  C. The student is able to produce the sounds and syntax of standard spoken speech.

D. The student is able to imitate different patterns of standard English.

E. The student can hear and distinguish between standard English and nonstandard dialects.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

A. There is a general upgrading of the community as its citizens are able to participate increasingly in economic and social activities brought about in part by newly acquired control of middle-class speech.

B. There is a gradual elimination of nonstandard speech as today's nonstandard speakers extend their knowledge and use of standard English.

ANTECEDENTS

I. Participants

A. Selection Characteristics

The only prerequisite mentioned for the program, aside from being enrolled in the appropriate grade in a qualifying school, was "an understanding of English vocabulary." This sole requirement points up two significant observations:

1. A principal difference between the use of pattern drills in foreign language and standard English instruction lies in the fact that in learning a foreign language the student must be taught to receive as well as transmit the patterns; but in learning standard English the nonstandard speaker already has a passive understanding of the patterns to be mastered.

2. Hence, in the present program, total energies can be focused on giving students control of phonological and grammatical patterns with which they are already at least passively familiar. This means that it is not generally necessary to avoid the use of lexical items for fear that they would be unknown to the children. This observation supports the consultant's previous finding in analyzing the tapes of students' speech that lexical items were "so minimal as to be negligible."

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

The students involved in the program, though far from being a homogeneous group, have in common many observable characteristics which must be taken into consideration when planning instructional activities:

1. A majority of the students entering the program cannot control standard English.

2. Many students come from homes in which standard English is neither spoken nor accepted.

3. A large number of students feel that they would be ridiculed if they were to use standard English in their community.

4. Some students resist standard English because, in their opinion, they fear that its acquisition will lead adults to expect too much of them.

5. Many students expect language instruction to offer them a practical tool for communication.

II. Staff

The most important persons in the program are the individual classroom teachers, who must have as basic qualifications the ability to speak standard English and at least minimal knowledge of the purposes and techniques of pattern drills. In addition, they should be enthusiastic and convey a lack of prejudice concerning dialect differences.

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program.

Teachers look to the principal to provide the day-to-day support for the program within a school, such as scheduling pattern drills classes to the language laboratory. In schools having the Instructional Leadership Program the school coordinator and the instructional leader for English provide additional support. In schools having department chairmen the chairman of the English department gives this support. As for the overall city-wide support, the central office staff is expected to provide the materials, funds, and communication necessary to initiate and maintain a successful program.

B. Human Resources--nonadministrative and nonstaff personnel whose contributions and cooperation are necessary to the operation of the program

   1. The linguistics consultant has the following major roles:

      a. To develop and explain the philosophy of pattern drills instruction

      b. To identify the patterns of standard and nonstandard speech which are to form the content of the pattern drills

      c. To help the pattern drills writing committee with the production of the drills

      d. To demonstrate the techniques of teaching the drills

      e. To provide analysis and feedback to pattern drills teachers

   2. Other teachers can facilitate the objectives of the program by stressing the same structures and pronunciations that are covered in the formal drills.

C. Media--the four most valuable materials and items of equipment and their purposes are the following:

   1. The pattern drills, which provide the actual instructional content for the program and assure that a particular pattern is correctly presented with respect to rhythm, continuity, and purity

   2. Charts prepared by the Office of Research and the pattern drills writing committee, which are used for motivation and visual cues

   3. A tape recorder so that students may hear and evaluate their speech

4. The language laboratory, which effectively aids development of oral language skills

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

The drills prepared for the present program are based on a careful comparison between the grammatical and phonological patterns of the nonstandard and standard varieties of English spoken in the Pittsburgh area because it is in this region that the vast majority of the students will live and work. The very nature of pattern drills, which utilize the aural-oral techniques also employed in modern foreign language instruction, leads to two basic student activities:

1. Listening to the standard English sound or grammatical form
2. Repeating the standard sound or grammatical form in a variety of drill practices in large groups, small groups, and individually

Several observations were made concerning the second of the two basic activities listed above:

a. Each separate drill must be limited to a specific sound or grammatical form.

b. In order to reinforce and provide for eventual automatic control of the standard pattern, frequent substitution drills are presented in which students concentrate on nonessential substitutions in phrase or sentence content while they are repeating the desired pattern unchanged.[1]

---

[1] For example, in a drill devoted to the standard use of "he doesn't" the students might repeat the following series of sentences, each time focusing their attention on the changing direct object of the verb, while the pattern the teacher wishes to reinforce ("he doesn't") remains constant and seemingly of secondary significance:

He doesn't see the elephant.
He doesn't see the giraffe.
He doesn't see the tiger.
He doesn't see the hippopotamus.
etc.

c. Occasional drills are designed for testing, but the main activity for students revolves around using the drills for pattern practice, reflecting the major objectives of the program.

II. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

The specific functions and duties of the teacher of pattern drills are as follows:

Functions	Duties
1. Instruction of pattern drills	a. Motivates students for drills (Method varies with individual drills, teacher, and class) b. Presents drills and guides responses by use of oral and visual cues
2. Coordination of pattern drills with the total English curriculum	a. Allots time for drills within the total English curriculum b. Incorporates knowledge and skills into rest of English program
3. Evaluation of student progress	Conducts test drills
4. Provision of services to writing committee if appointed	Produces drills for classroom use
5. Communication with others regarding pattern drills experience	Provides feedback to writing committee

B. Intra-staff Communication and Coordination

1. In schools having the Instructional Leadership Program, teachers are kept informed of developments by the instructional leader of English.

2. In schools having department chairmen the chairman of the English department keeps teachers informed.
3. There is informal contact among teachers of pattern drills.
4. Meetings are held between teachers and the Associate Director of Instruction for English and the Supervisor of English.
5. In-service sessions are conducted in the schools and at the Administration Building by the associate director, the Supervisor of English, and the linguistics consultant.

APPENDIX B

STANDARD SPEECH DEVELOPMENT
(PATTERN DRILLS)
CYCLE II INTERVIEW SCHEDULE

In the continuing development of the Standard Speech Development Program it is desirable to determine the viewpoints of teachers at periodic intervals. With this in mind, we are requesting your appraisal of pattern drills at this time in terms of your experience with them in your own classroom. The Office of Research guarantees the anonymity of all respondents.

PART ONE - TIME DIMENSION

1. How many times each week do you feel pattern drills should be presented in Grade 6 ____ Grade 7 ____ Grade 8 ____ Grade 9 ____

2. How many times each week do you ordinarily teach pattern drills in Grade 6 ____ Grade 7 ____ Grade 8 ____ Grade 9 ____

3. If there is a difference between your answers to Questions 1 and 2, to what do you attribute the discrepancy?

4. How much time do you feel should be devoted to each pattern drills session in Grade 6 ____ Grade 7 ____ Grade 8 ____ Grade 9 ____

5. How much time do you ordinarily devote to each session in Grade 6 ____ Grade 7 ____ Grade 8 ____ Grade 9 ____

6. If there is a difference between your answers to Questions 4 and 5, to what do you attribute the discrepancy?

PART TWO - OBJECTIVES OF PATTERN DRILLS

Which of the objectives listed below do you feel genuinely apply to pattern drills? Indicate your opinion by placing a check mark before those objectives you believe pertain to the program. Please mark the check in the first of the two blank spaces that precede the item:

As a result of participation in pattern drills instruction, students should better be able:

____ ____ To eliminate most gross errors in written composition

____ ____ To communicate clearly with all English-speaking persons with whom they come in contact

____ ____ To generalize to standard speech forms in contexts other than those presented in the formal drills

____ ____ To substitute formal acceptable words and phrases for overused slang expressions

____ ____ To spot errors in pronunciation and grammar in the language of their friends

____ ____ To use appropriate speech patterns automatically

____ ____ To increase their formal vocabulary

____ ____ To achieve success in the study of a foreign language

____ ____ To differentiate between situations for which standard or nonstandard speech is appropriate

____ ____ To shift from nonstandard speech and vice versa as the situation requires

____ ____ To instruct their parents and other adults in correct usage

____ ____ To speak standard English in all situations

____ ____ To overcome noticeable speech impediments not requiring the services of a speech therapist

Now indicate the importance you assign to the objectives you listed as legitimate ones for pattern drills instruction by rank-ordering those you have checked. Start with number 1 for the most important and continue until you have recorded a number for all the objectives in this category. Write your figures in the second of the two blanks preceding the objective.

APPENDIX C

STANDARD SPEECH DEVELOPMENT
(PATTERN DRILLS)
CYCLE III INTERVIEW SCHEDULE

In the continuing development of the Standard Speech Development Program it is desirable to determine the viewpoints of teachers at periodic intervals. With this in mind, we are requesting your appraisal of pattern drills at this time in terms of your experience with them in your own classroom. The Office of Research guarantees the anonymity of all respondents.

PART ONE - TIME DIMENSION

1. How many times each week do you feel pattern drills should be presented in Grade 6 ______ Grade 7 ______ Grade 8 ______ Grade 9 ______

2. How many times each week do you ordinarily teach pattern drills in Grade 6 ______ Grade 7 ______ Grade 8 ______. Grade 9 ______

3. If there is a difference between your answers to Questions 1 and 2, to what do you attribute the discrepancy?

4. How much time do you feel should be devoted to each pattern drills session in Grade 6 ______ Grade 7 ______ Grade 8 ______ Grade 9 ______

5. How much time do you ordinarily devote to each session in Grade 6 ______ Grade 7 ______ Grade 8 ______ Grade 9 ______

6. If there is a difference between your answers to Questions 4 and 5, to what do you attribute the discrepancy?

PART TWO - OBJECTIVES OF PATTERN DRILLS

Which of the objectives listed on the following page do you feel genuinely apply to pattern drills? Indicate your opinion by placing a check mark before those objectives you believe pertain to the program. Please mark the check in the first of the two blank spaces that precede the item:

As a result of participation in pattern drills instruction, students should better be able:

_____ _____ To eliminate most gross errors in written composition

_____ _____ To communicate clearly with all English-speaking persons with whom they come in contact

_____ _____ To generalize to standard speech forms in contexts other than those presented in the formal drills

_____ _____ To substitute formal acceptable words and phrases for overused slang expressions

_____ _____To spot errors in pronunciation and grammar in the language of their friends

_____ _____ To use appropriate speech patterns automatically

_____ _____ To increase their formal vocabulary

_____ _____ To reproduce the sounds and grammatical constructions of standard English

_____ _____ To achieve success in the study of a foreign language

_____ _____ To differentiate between situations for which standard or nonstandard speech is appropriate

_____ _____ To shift from nonstandard speech and vice versa as the situation requires

_____ _____ To instruct their parents and other adults in correct usage

_____ _____ To speak standard English in all situations

_____ _____ To overcome noticeable speech impediments not requiring the services of a speech therapist

PART THREE - IN-SERVICE TRAINING

Look again at the objectives you have checked in Part II. In the second column place a check mark to indicate which of the objectives already checked will be better realized by your students as a result of the in-service training you have received during the spring of 1968.

10. TRANSITION ROOM PROGRAM

10. TRANSITION ROOM PROGRAM

Summary

The major objective for the Transition Room Program is to enable students who underachieve in reading to solve their reading problems before they enter the intermediate grades. Enrollment in the transition room provides these children with a remedial program in reading, language arts, and social studies taught by teachers trained to use remedial techniques and appropriate materials in small classes. The program completed its third year of operation in the 1967-1968 school year, serving 1,067 third- and fourth-grade students in 38 schools.

Evaluation activity for the current school year resulted in a redefinition of the program, a study of teacher qualifications, field observations on the extent of individualized instruction and use of media, and an analysis of achievement test data.

Major findings showed that while transition room teachers as a group were experienced in terms of elementary school service, many of them lacked the remedial skills needed to meet the program's specific objectives. This in turn was found to affect their use of individualized instruction and the remedial materials at their disposal. The analysis of achievement test data failed to support the program's ultimate objective of greatly reducing the discrepancy between reading performance and grade level standards.

These findings suggest that the present in-service education program should be intensified to provide teachers with the specific skills they need to help transition room students realize the program's objectives.

Introduction

Rationale for the Program

According to the current definition of the Transition Room Program, its major objective is to enable underachieving students to solve their reading problems before they enter the intermediate grades. Enrollment in the transition room provides these children with a remedial program in reading, language arts, and social studies taught by specially trained teachers using appropriate techniques and materials in small classes.

In order to realize this goal, program designers sought to provide an environment conducive to individualization of instruction. This approach is consistent with the current literature, which is replete with testimony concerning the advantages of individualization in the elementary school. Barbe, for example, declares:

> It has long been recognized that the most effective method of teaching a child usually is to teach him individually. This is a sound procedure from both a psychological and an educational point of view. There is no threat to the child's ego by his failure to learn so he does not hesitate to ask questions: instruction can be at the child's level without making any particular issue about whether he is ahead of where he should be or below it; responses can be praised immediately if they are incorrect so that there is immediate reinforcement; and the rate at which the material is presented can be determined by the teacher as the child progresses.[1]

---

[1] Walter B. Barbe, Educator's Guide to Personalized Reading Instruction (Englewood Cliffs, N.J., 1961), pp. 7-8.

Veatch observes, "There is no substitute for a one-to-one relationship in a teaching situation....If we are to accept the proven fact that each of us is different, then we must accept the fact that the best way to meet differences is to teach [children] individually."[2] Graubard considers the effect of individualization on improved teacher planning and assessment:

> Using formal and informal measures of assessment the classroom teacher can sharpen her skills and become more systematic in her teaching. She can... through assessment of strengths and weaknesses construct a remedial program that is appropriate for an individual child and that is within the competency of her discipline.[3]

Pointing up the relationship between effective teaching and individualization of instruction, Mulry and Shane report that the noted reading authority Arthur I. Gates recently cited individualization as one of four major concerns to which curriculum planners should address themselves. Other areas which Gates saw as needing improvement were: (1) the quantity and quality of programmed materials, (2) the use of multimechanical aids, and (3) the increase of teachers' insights and skills.[4] All of these considerations apply to the instructional program of the transition room.

---

[2] Jeannette Veatch, "Structure in the Reading Program," Elementary English, XLIV (March 1967), 253.

[3] Paul S. Graubard, "Assessment of Reading Disability," Elementary English, XLIV (March 1967), 228.

[4] June G. Mulry and Harold G. Shane, "Review of Research in the Language Arts," Grade Teacher, LXXXI (April 1964), 55 and 103-105.

If individualization of instruction is appropriate for learners in general, it has special relevance for students in the transition room. By definition, these children are retarded readers despite their potential to reach grade level as indicated by intelligence tests. Moreover, the majority of transition room students are residents of poverty neighborhoods with an all-too-familiar heritage of cultural deprivation. As Cohen points out, "Thorough, continuous, quality instruction will teach culturally deprived children to read." He adds:

> A high intensity learning program in which content, level, and rate are adjusted to individual needs has worked every time this author has tried it with socially disadvantaged children and youth.[5]

History of the Program

The Transition Room Program was introduced in seven poverty-area schools in September 1964, under a Ford Foundation grant. The following year transition rooms were approved for all 46 elementary schools qualifying for ESEA Title I funds and were actually opened in 32 of them.

During its first years of operation the program followed several paths leading to a realization of its major objectives. These were:

1. The development of guidelines establishing criteria for the selection of students and recommending general classroom procedures

---

[5] S. Alan Cohen, "Teaching Reading to Disadvantaged Children," The Reading Teacher, XX(February 1967), 433.

2. The identification and provision of instructional materials and equipment
3. The implementation of an in-service education program, particularly with respect to remedial reading

Each of these activities continues to be a principal focus of attention in the developing program. Consultation with the staff of the Communications Skills Program has been a regular practice in planning major events.

Formal evaluation of the Transition Room Program began in the 1965-1966 school year, paralleling the major instructional developments discussed above. The chief evaluation events through the 1966-1967 school year are reported in Table 1 on page 10-7.

TABLE 1

Major Evaluation Events through 1966-1967

Date	Event or Product	Participants	Purpose	Reference
June 1966	Initial program description	All transition room teachers and representatives from supervisory and administrative staffs	To obtain a comprehensive working definition of the program	Evaluation Report 1966
June 1966	Analysis of reading achievement test data		To study treatment effects of program	Evaluation Report 1966
Feb. 1967	Administration of teacher qualification questionnaire	All transition room teachers	To obtain baseline data for future comparison	Evaluation Report 1968
Feb. 1967	Formal definition of the program	All transition room teachers and representatives from supervisory and administrative staffs	To obtain a formal definition of the program under the Pittsburgh Evaluation Model	Evaluation Report 1967
May 1967	Panel judgment of the program definition	Key administrative and evaluation personnel	To judge adequacy of program definition	Evaluation Report 1967
June 1967	Analysis of reading achievement data		To study treatment effects of program	Evaluation Report 1967

Each of the above evaluation activities is discussed at length in the annual evaluation report referred to in the last column of Table 1.

Description of the Program

In the 1967-1968 school year the Transition Room Program operated in 38 schools. Of the 1,067 students enrolled in the program at the end of the school year, 509 were in primary and 558 were in intermediate classes. In most instances classes did not exceed the 20 students recommended by the Guidelines, and no class had an enrollment of more than 24.

Toward the end of the school year after standardized tests have been administered, the principal requests teachers to identify candidates for the program. The dimensions of behavior which are relevant to candidacy are grade level aptitude as measured by a standardized test, reading comprehension as measured by a standardized reading achievement test, and an evaluation by the reading teacher and other professional staff. The selection criteria, which specify values of the dimensions of behavior, include:

1. Eligibility for promotion to Grade 4 for the main transition room or to Grade 3 for the modified primary program
2. An IQ of at least 85, preferably on an individual test, as an indication of the potential to read at or near grade level
3. A standard achievement test score in reading comprehension at least one year below grade level
4. Recommendations by the reading teacher and other professional staff

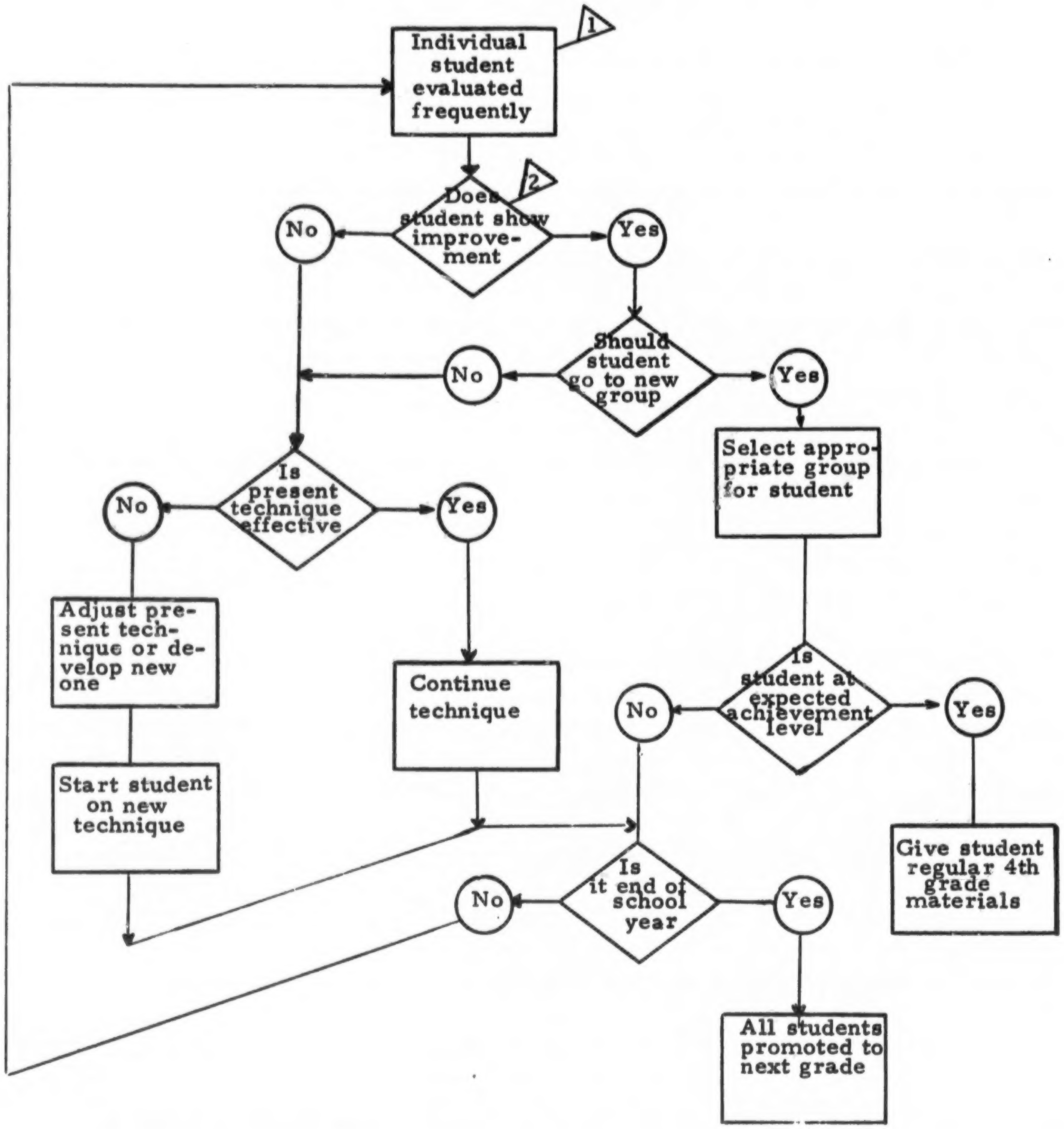
With these criteria in mind, the principal or his designate prepares a list of eligible students. Children are then assigned to the appropriate transition room, with each class limited to the 20 students deemed most likely to benefit from the program.

At the start of the next school year, the transition room teacher consults the records and administers such informal tests as are necessary to discover each child's particular reading problems. He is then ready to plan the initial individualized program for each student and to begin formal instruction.

Like all other remedial programs predicated upon individualization, transition room instruction relies heavily upon continuous teacher-pupil interaction. Ideally, the one-to-one teacher-pupil relationship would be maintained at all times. Since a class of 20 students makes this impossible, an alternate procedure based on the changing needs of small groups supplements individualized instruction in the transition room. If "need" groups are to be effective, they must be flexible and capable of being quickly and unobtrusively reformed in the light of the teacher's continuing reassessment of each student's reading problems. Likewise, their use requires the teacher to make frequent planning decisions for every child in the class. The use of the need group is strongly encouraged for transition room instruction.

A flow chart showing teacher-pupil interaction as a typical student progresses through the transition room appears in Figure 1. Following common practice, activities are indicated by rectangles and decision points by diamond-shaped blocks:

Figure 1
Flow Chart of Student Progress


1
Individual student evaluated frequently
2
Does student show improvement
No
Yes
Should student go to new group
No
Yes
Select appropriate group for student
Is present technique effective
No
Yes
Adjust present technique or develop new one
Continue technique
Start student on new technique
Is student at expected achievement level
No
Yes
Give student regular 4th grade materials
Is it end of school year
No
Yes
All students promoted to next grade

1 On a continuing basis as need arises

2 To the teacher's satisfaction in terms of student's potential

Implicit in the philosophy of the Transition Room Program is the intent to use the most effective materials available to counteract the reading handicaps of underachieving children. In keeping with this intent, in April 1968 the staff adopted the M. William Sullivan reading materials for experimental use in the transition rooms of six schools: Baxter, Beltzhoover, Greenfield, Schiller, Sheraden, and Stevens. These schools represent the various geographic sections of the city, and their students constitute a cross-section of transition room enrollment.

The Sullivan Reading Program was developed in association with the Behavioral Research Laboratories, Inc. of Palo Alto, California. It may be defined as an individualized programmed learning approach to the acquisition of basic reading skills, with major emphasis on phonetics. A more detailed description of the program is here exerpted from the *New York Times*:

> The child is said to learn very early to discriminate between small differences in similar words such as "pin" and "pan." If he doesn't he is likely to fall behind and stay behind....
>
> Furthermore, the child's "programmed" text requires him to test himself immediately, on material just learned. Another result of this testing process is a reinforcement of the correct response--the "built-in success factor" which proponents of the method stress. Moreover, they point out, the child knows when he has grasped something and proceeds to the next problem, at his own pace.[6]

---

[6] *The New York Times*, July 14, 1968, p. 8E.

⑦

The apparent compatibility of the Sullivan reading materials with the transition room's objectives and strategy seemed clear. It is of interest that they have been selected as basic texts for "Project Read," a similar program recently undertaken in certain schools in deprived areas of New York City.[7]

In order to assure proper use of the materials, orientation and in-service education sessions were conducted for the six teachers by their supervisors and the publisher's representatives before the program was installed. Implications for research are discussed in the section entitled Projected Evaluation Activity.

In addition to routine teacher-supervisor conferences throughout the year, three in-service activities were scheduled for transition room teachers in 1967-1968:

1. An afternoon meeting conducted by the Director of Compensatory Education and an assistant director of Communications Skills, at which techniques for individualizing instruction were discussed and demonstrated
2. An orientation program for teachers planning to use the Sullivan reading materials referred to above
3. A five-day course in remedial reading, officially described in the Curriculum Bulletin of the Pittsburgh Public Schools No. 9 as follows:

> This course will offer training in diagnostic reading difficulties in children and analyzing test results and remediation. Help will be provided in organizing the classroom for more individualized instruction.

---

[7] Ibid.

Quality of Program Design

To obtain a complete redefinition of the program, teachers, supervisors, administrators, and consultants met in small groups to act on the suggestions made by the panel which was convened the previous year to judge the adequacy of the original definition. Each of three discussion groups, led by a member of the evaluation staff, considered a separate dimension or subject area of the program. The records of these discussions were synthesized by the program's evaluator in compiling the new definition, which appears as Appendix A of this report.

The new definition resulted in a more precise statement of the program's outcomes. Specific ultimate, terminal, and enabling objectives, phrased in behavioral terms, were stated for each subject and both grades. Changes in the process dimension of the definition attempted to relate specific activities in the several subject areas to the program's objectives and to strengthen the emphasis on individualization of instruction. The functions and duties of teachers were defined for each subject. It is believed that these major changes have produced a better standard for operation and evaluation of the transition room. A final appraisal of the adequacy of the present definition must await the judgment of a panel of consultants and staff, which is scheduled for the beginning of the next school year.

Program Operation

The problem for evaluation was to determine the degree to which the operating program was in accord with the program definition in respect to (1) teacher qualifications and (2) individualization of instruction.

Teacher Qualifications Questionnaire

The specialization techniques required for transition room instruction imply a degree of experience and training beyond that possessed by the average beginning teacher. An understanding of the elementary school curriculum is listed as an important qualification for transition room teachers in the current definition of the program. On the assumption that this qualification is related to teaching experience in general and to elementary school service in particular, teachers were polled (in two successive years) on these variables. The teacher qualification questionnaire further required that teachers indicate their academic degrees and official certification. Teachers were also asked to state the specific subjects, techniques, or concepts which they would most like to have considered in future in-service training sessions. (See Appendix B for a copy of the questionnaire.)

Field Observations

The process section of the definition assigns first priority to individualized reading activities, and a basic assumption of the program is that special materials enable the teacher to meet students' individual needs. Therefore, the second evaluation activity concerned with the program operation was a series of field observations to determine the extent of teacher use of individualization and special media. Data were collected on these two variables by trained raters using an instrument designed by the evaluation staff with the assistance of a consultant from the Learning Research and Development Center of the University of Pittsburgh. (A copy of this instrument may be found in Appendix C.) This instrument permitted the rater to record the teacher's principal occupation and use of media for six separate observation periods of three-minute duration. There was a three-minute interval between observations in order to spread them over the length of a regular class period. Before actual observations began, the instrument was pre-tested, raters trained, and inter-rater reliability measured. Observations were conducted in 10 randomly selected schools, constituting a 26 percent sample of transition rooms across the city. For this study, individualized instruction was defined to include teaching of small groups as well as one-to-one teacher-pupil interaction.

Findings of Questionnaire and Observations

Major findings showed that while transition room teachers as a group were experienced in terms of elementary school service, many of them lacked the remedial skills needed to meet the program's specific objectives. This in turn was found to affect their use of individualized instruction and the remedial materials at their disposal. The analysis of achievement test data failed to support the program's ultimate objective of greatly reducing the discrepancy between reading performance and potential. A more detailed account of the findings follows.

The polling of the teachers over a two-year period showed their length of service in the school system and their experience as elementary teachers. These data are reported in Tables 3 and 4.

TABLE 3

Years of Experience	As of 1966-1967		As of 1967-1968	
	No. of Teachers	% of Total	No. of Teachers	% of Total
1 Year	2	6	4	11
2 Years	3	10	2	5
3-5 Years	9	29	10	27
6-10 Years	5	16	7	19
More than 10 Years	12	39	14	38
Totals	31	100	37	100
	1966-1967 Mean: 9.3		1967-1968 Mean: 11.0	

TABLE 4

Years of Elem. Service	As of 1966-1967		As of 1967-1968	
	No. of Teachers	% of Total	No. of Teachers	% of Total
1 Year	2	7	4	11
2 Years	2	7	2	5
3-5 Years	11	35	12	33
6-10 Years	5	16	7	18
More than 10 Years	11	35	12	33
Totals	31	100	37	100
	1966-1967 Mean: 9.1		1967-1968 Mean: 10.5	

Tables 3 and 4 indicate that teachers in the transition room in the 1967-1968 school year had worked longer in both the school system and in the transition room than teachers who worked in the Transition Room Program in the 1966-1967 school year.

However, the instrument used to elicit the data reported above also obtained information from teachers concerning their academic degrees and official certification. It was found that in both years the great majority of teachers held the formal credentials for their positions. Nevertheless, at least 40 percent of the teachers in both years had taken no courses in remedial reading despite the listing in the definition of "Training in remedial techniques" as a professional qualification. Another related finding concerns teacher turnover. In both the 1966-1967 and the 1967-1968 school years, 35 percent of the teachers were spending their first year in the transition room.

Of the specific subjects, techniques, or concepts the teachers would most like to have considered in future in-service training sessions, the six most frequent responses were: (1) Individualizing instruction; (2) Teaching word perception skills, (3) Remedial techniques, (4) Evaluation of pupil progress, (5) Use of supplementary materials, and (6) Motivating the culturally deprived child.

Even with the liberal definition of individualized instruction accepted for the study, relatively little of it was noted in the field observations (26. 6 percent for grade 4 and 29. 3 percent for grade 3). This finding is substantiated by the kinds of activities in which transition room teachers were most frequently engaged: asking questions, accepting answers, explaining, and otherwise directing large group instruction.

With the large variety of specialized instructional aids provided for the transition room, we would expect to see less dependence upon the use of traditional materials associated with conventional classrooms. This, however, was not evident in the observations. The highest uses were recorded for basic readers, workbooks, and chalkboards, with flashcards and filmstrips in a follow-up position.

Program Effectiveness

As in previous years, achievement test scores in reading comprehension were examined for all students in the program. Complete data were available for 352 third-grade and 410 fourth-grade students for the current and the two preceding years.

Follow-up studies were employed in 1968 to discover if the program's ultimate objective of substantially reducing or eliminating the discrepancy between reading performance and grade level by the end of the sixth grade had been realized.

Such a study was also undertaken in June 1967 to determine if the program might be having any post-treatment effects. A random sample of approximately 25 percent of the students was selected in each school. These students became the experimental group. A control group of similar size was selected at random from fifth-grade students of the same sex and race who had not been enrolled in the transition room.

Data were obtained which led to the tentative conclusion that transition room instruction seemed to have lessened the cumulative effects of underachievement which might have been expected.

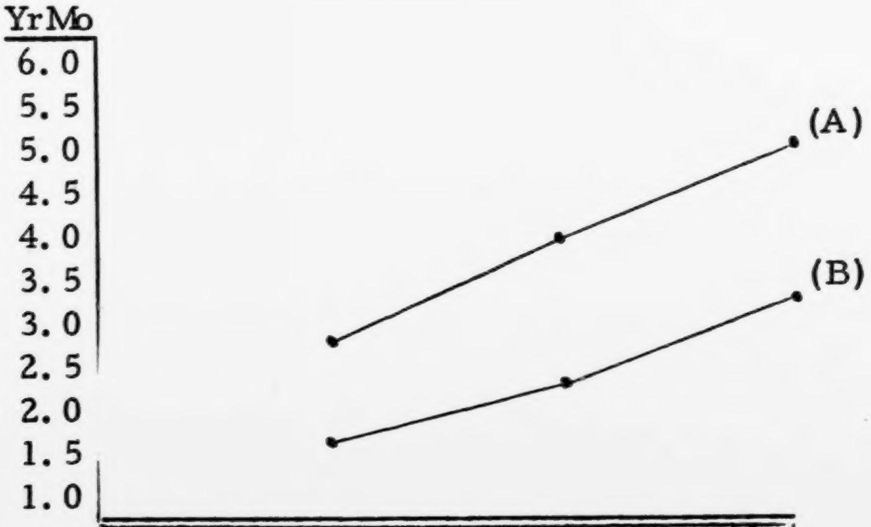
However, several factors operated to make interpretation of these data inconclusive. First, the program was ill-defined in terms of objectives, selection criteria, teacher qualifications, curriculum, and instructional media. Second, regression effects were not considered in the program design. Third, achievement test grade equivalent scores might not have been an appropriate criterion measurement for an atypical group such as transition room students.

It was felt that two of these factors might have been partially alleviated during the current school year due to a redefinition of the program and the elimination of the regression phenomenon, the effect of which was considered to be nonrecurring. Accordingly, the 1968 follow-up study was conducted to determine whether there had been any change in the relationship between the groups two years after the experimental group had completed the treatment. Attrition reduced the size of the original experimental group to 116 and the control group to 96. As in the previous year, the criterion measurement was the score on the paragraph meaning subtest of the intermediate battery of the Metropolitan Achievement Test.

Findings

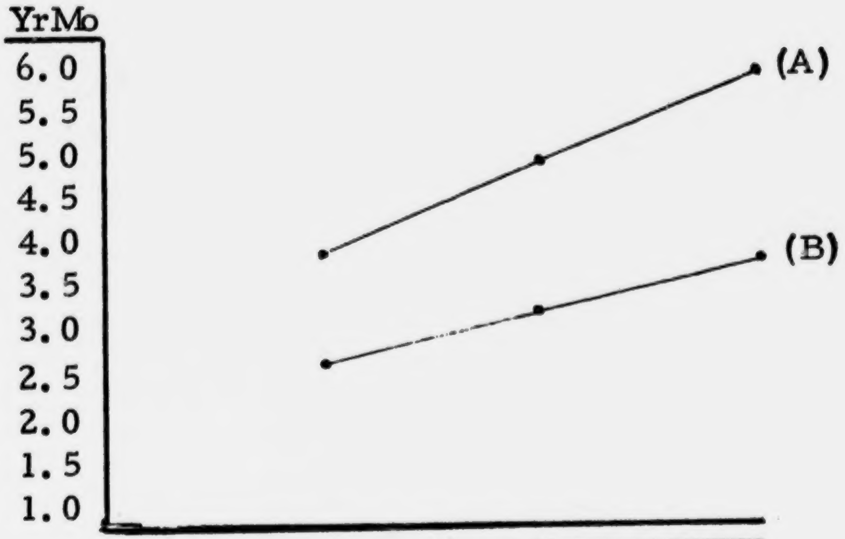
Reading Comprehension Scores for Grades 3 and 4 are plotted below in Figures 2 and 3. The essential linearity of the scores over a three-year period for both grades indicates no significant gain in reading comprehension during the treatment year as compared with the year prior to enrollment in the transition room.

Figure 2
Reading Comprehension Scores for Grade 3



	June 1966 Pretreatment	June 1967 Treatment	June 1968 Posttreatment
(A) National Norm	2.9	3.9	4.9
(B) Treatment Mean	1.7	2.3	3.0

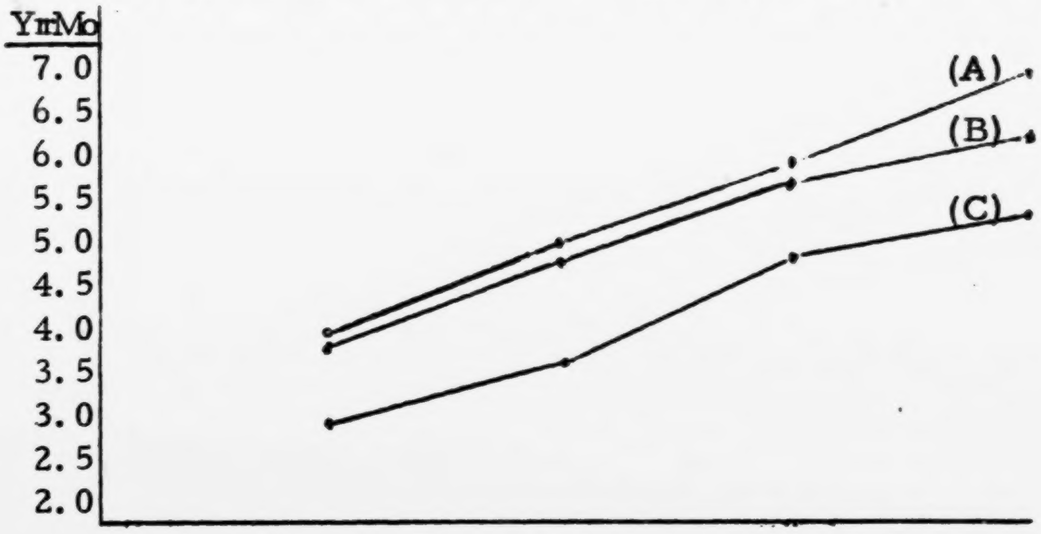
Figure 3
Reading Comprehension Scores for Grade 4



	June 1966 Pretreatment	June 1967 Treatment	June 1968 Posttreatment
(A) National Norm	3.9	4.9	5.9
(B) Treatment Mean	2.6	3.0	3.7

Figure 4 shows the comparison of the control group with the experimental group over a four-year period.

Figure 4
Comparison of Experimental and Control Group Scores



	June 1965 Pretreatment Yr.	June 1966 Treatment Yr.	June 1967 1st Post-treat. Yr.	June 1968 2nd Post-Treat. Yr.
(A) National Norm	3.9	4.9	5.9	6.9
(B) Control Mean	3.8	4.7	5.6	6.1
(C) Treatment Mean	2.9	3.5	4.7	5.2

By inspection of Figure 4 it can be seen that the narrowing of the gap between the experimental and control groups in favor of the experimental group noted last year did not continue. This suggests that the relative gain reported earlier was either temporary or at best has been dissipated two years after treatment. The expected cumulative effect of retardation, which appeared to be arrested in last year's data, was once again in operation. This is shown by the net difference of 1.7 years below the national norm in 1968 for the experimental group compared with 1.2 years in 1967. The most encouraging finding was that the experimental group's yearly achievement gain of .5 of a year was equal to that of the control group. Nevertheless, there is no evidence from data now available that the program's ultimate objective of substantially reducing or eliminating the discrepancy between reading performance and grade level by the end of grade six is being realized.

Discussion and Conclusions

Examination of the findings of the questionnaire on teacher qualifications leads to several conclusions. In terms of total years of experience and service in the elementary school, transition room teachers compare favorably with the teaching staff as a whole. However, we have seen that the specialized program required for the transition room demands teachers skilled in remediation and individualized instruction. Therefore, attempts should be made to fill positions with teachers who have these skills. If teachers do not join the program with the required skills, then in-service training of the types reported should be continued and expanded, especially with respect to providing expertise in remediation and individualization, as well as in the other areas in which teachers have indicated they need help.

Reasons for the high turnover rate should be determined and a strong effort undertaken to reduce it significantly in the interest of building and maintaining a stable, highly competent staff familiar with the program's students, objectives, and media of instruction.

Two major conclusions grow out of the analysis of the data obtained from the field observations, both of which confirm those reported for the teacher qualification survey. First, the minimal amount of individualized instruction may be explained in part by the expressed need of teachers for in-service education in this area. This, in turn, reinforces the previously made recommendation that in-service activities be intensified. Second, the underuse of the specialized remedial materials also appears to be related to the need for in-service training. In this connection it should be remembered that teachers asked for help in remedial techniques and the use of supplementary materials in their questionnaire responses. It is apparent that the success of the program hinges, among other things, upon the use of individualization and specialized media. An ongoing in-service program which concentrates on these two aspects of instruction appears to be the most likely way to minimize the discrepancy between desired ends and actual operation in the transition room.

The analysis of achievement test data for this year's transition room students and those in the follow-up study supports the conclusions previously discussed on teachers' qualifications and field observations. It is hypothesized that the goals of the Transition Room Program are more likely to be realized when teachers consistently use remedial techniques and individualization of instruction as specified in the definition. This, in turn, is contingent upon fully preparing teachers to carry out their instructional responsibilities through a highly developed in-service education program.

Projected Evaluation Activity

At the time of writing several evaluation activities are being contemplated for the program in the 1968-1969 school year. Two of these are concerned with the relationship between the role of the teacher and student achievement. It would be useful to discover if test scores are significantly associated with the amount of time teachers are able to spend in the transition room. There is evidence that transition room teachers are called upon to cancel their classes for varying periods of time for a variety of reasons. Further, a study of teacher qualifications related to achievement test scores would help determine the importance of teacher preparation in accomplishing the program's major objectives. The use of the Sullivan reading materials in six schools will make a comparison of the effectiveness of various media and procedures possible. Efforts will also be made to solve two recurring evaluation problems--the identification of a proper control group and the use of a more valid instrument to measure achievement than is currently available.

APPENDICES

APPENDIX A

Transition Room Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The major objective for the Transition Room Program is to enable students who underachieve in reading to solve their reading problems before they enter the intermediate grades. Enrollment in the transition room provides these children with a remedial program in reading, language arts, and social studies taught by specially trained teachers using remedial techniques and special materials in small classes.

II. Scope

A. Number of Pupils and Schools Involved

During the 1967-1968 school year the Transition Room Program was operational in 38 qualifying schools and was attended by 1,067 students.

B. The Grades or Ages of Participants

Students were divided approximately equally between primary and intermediate classes. The majority of the primary grade students were in grade 3, and the majority of the intermediate grade students were in grade 4, although some students in all grades from two through six were included in the program in individual schools.

C. General Description of Staff

There was one teacher assigned to each school's transition room. Supervision was provided by the regular intermediate supervisors. Program control and development were under the jurisdiction of the Director of Compensatory Education.

OUTCOMES

I. Major Objectives--changes expected to occur in program participants as a result of the program. There are two types of major objectives.

   A. Terminal Objectives--behaviors exhibited by each participant at the end of the program which demonstrate his successful completion of the program

   B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

II. Enabling Objectives--the skills, attitudes, and information which the student must acquire during the program to ensure the accomplishment of the major objectives

To elicit a greater degree of specificity in the definition of the Transition Room Program, separate major and enabling objectives were obtained for each of the three learning areas: reading, language arts, and social studies. These objectives are presented below by area.

READING

Terminal Objectives

1. The student demonstrates his ability to analyze and interpret ideas in reading material in the quantity and complexity usually assigned by exhibiting the following behaviors:

   a. The student reads and follows instructions at the level required for success in typical workbook materials, classroom activity assignments written on the board, test directions, and homework and classwork assignments found in text books.

   b. The student reads and tells the meaning in his own words at the level required for entry into the lower reading track for the next grade of textbook passages, self-selected books, auxiliary readings typically assigned or suggested, and standardized reading comprehension exercises.

2. The student is able to, and will, evaluate the content of the reading material from his own experience, by demonstrating the following behaviors:
    a. The student predicts the outcomes of the stories he reads.
    b. The student assesses the credibility of the stories he reads.
3. The student enjoys reading at a self-selected level as demonstrated by the following behaviors:
    a. Given a choice of activities, the student chooses to read.
    b. The student discusses and describes what he has read.

Ultimate Objectives

1. Students who participate in the Transition Room Program for at least one year will substantially reduce or eliminate the discrepancy between reading performance and grade level standards (for the school) by the end of grade 6.
2. Students who have participated in the Transition Room Program for at least one year will acquire a more realistic self-image.

Enabling Objectives

1. The student demonstrates language confidence by the following behaviors:
    a. The student volunteers oral responses to questions presented by the teacher to the entire class.
    b. The student responds to the teacher's questions with information beyond the minimum requirement of the questions.
    c. The student volunteers comments during class activity.
    d. The student participates in class discussions.
    e. The student volunteers to read a story aloud.
    f. The student volunteers to present information to the class.

2. The student demonstrates reading interest by the following behaviors:

   a. The student gives acceptable reasons for having either read or rejected a book.

   b. The student willingly answers questions about a story he has read.

   c. The student volunteers to relate a story to the class.

3. The student masters sight vocabulary consisting of 220 words on the Dolch reading list. He names and/or identifies each word.

4. The student understands the vocabulary encountered in Open Highways for grade 4 and all the spelling words he will be expected to master by the end of his grade. He defines each word or uses it appropriately.

5. The student demonstrates ability to derive meaning from context by the following behaviors:

   a. The student identifies the intended meaning of words with several possible meanings.

   b. The student identifies the referents of pronouns.

   c. The student derives the meaning of unfamiliar words.

LANGUAGE ARTS--Listening

Terminal Objectives

1. Given a set of oral directions, the student is able to carry them out correctly.

2. The student is able to answer questions about a story or passage that has just been read.

3. The student is attentive to conversations and does not repeat what someone else has already said.

4. The student's attention span increases with time.

5. The student is able to pronounce new words presented orally and to use them correctly.

6. The student demonstrates an increasing ability to listen discriminatingly by his use of standard words and sentence patterns in his own speech.

Enabling Objectives

1. The student uses S. R. A. "Listening Skills Builders."

2. The student is able to hear standard speech patterns, and having heard them, is able to reproduce them.

LANGUAGE ARTS--Speaking

Terminal Objectives

1. The student speaks clearly and distinctly, slowly enough to be understood and loudly enough to be heard.

2. The student uses his voice to express appropriate meaning and feeling.

3. The student becomes increasingly able to use either standard or nonstandard speech as the occasion requires (depending upon the person with whom he is communicating).

4. The student demonstrates an increasing ability to construct and order his thoughts and communicate them orally to others extemporaneously.

5. The student is able to construct and deliver a brief summary of a favorite story and tell why he likes it.

6. The student is able to dramatize stories or parts of stories.

7. The student is able to read aloud in such a way as to be heard and understood.

Enabling Objectives

The student is able to reconstruct a sequence of events by presenting material in a logical, orderly manner.

LANGUAGE ARTS--Writing

Terminal Objectives

1. The student is able to reproduce upper and lower case letters legibly, with the proper spacing, and uniform in slant and size.
2. The student is able to write about a true or imaginary experience.
3. The student is able to write a report on an assigned topic.
4. The student is able to write various kinds of letters as assigned.

Enabling Objectives

1. The student is able to write using the standard mechanics of English (including outlining) appropriate to his level.
2. The student is able to reconstruct a sequence of events in writing.

LANGUAGE ARTS--Spelling

Terminal Objectives

1. The student masters the skills taught in each unit of Webster's Spelling Goals for his level.
2. The student is able to spell words illustrating these skills, in lists and sequences.

SOCIAL STUDIES

Terminal Objectives

1. The student is able to name the three basic human needs (food, shelter, and clothing).

2. Given the location, climate, and terrain of a geographic area, the student is able to name ways in which the inhabitants are likely to satisfy their basic needs and to name different ways in which the people make a living.

3. Given the name of a country studied, the student is able to name its principal exports and imports and the contributions of its culture to world civilization.

4. Given two cultures, the student is able to describe ways in which they are likely to interact, e.g., name probable exports and imports, items of education, cultural exchange.

5. Given a list of famous people, the student is able to identify them by country and specific contribution.

Enabling Objectives

1. Given a globe or a flat map of the U.S. or the world, the student is able to locate specific continents and countries that he has studied.

2. Given the time of the year, the student is able to state the relationship between seasons in areas north and south of the equator.

3. Given a map, the student is able to orient himself and locate specific directions on the map.

4. Given a map with a legend, the student is able to identify the various features depicted on the map using the symbols shown in the legend.

5. Given a map depicting a number of topographical features, the student is able to identify those features (e.g., bay, peninsula, island).

6. Given a list of important words from a unit he has studied, the student is able to tell what they mean.

7. The student is able to locate information in a social studies text using the index, table of contents, glossary, etc.

8. The student is able to skim passages in order to locate specific information needed to answer specific questions.

9. The student is able to draw conclusions through the observation and study of maps, pictures, and other social studies materials, (e.g., given a map or a picture, the student is able to describe the environment depicted or give other pertinent information).

10. The student is able to find evidence to support his or others' opinions in pictures and other social studies materials.

Ultimate Objectives

1. The student will demonstrate his understanding that democracy is built upon responsible citizenship by obeying rules and regulations and behaving responsibly in the classroom and adjusting to rules and regulations elsewhere.

2. The student will expect equal treatment for himself and others.

3. The student will express his own opinions, listen to, and respect the opinions of others.

4. The student will show consideration for others in his behavior and speech.

5. The student will express confidence in his ability to successfully complete tasks and assignments by undertaking new tasks and assignments.

6. The student will make and accept different decisions about the same topic under different circumstances.

III. Other Benefits--benefits expected to accrue to other than program participants as a result of the program

A. Regular classroom teachers will be able to devote more time to the basic program when one type of underachieving student is removed from their responsibility.

B. Parents will be able to develop a more positive attitude toward the school when they see their child's increased academic achievement and improved adjustment.

IV. Criteria for Successful Completion of or Removal from the Program

A. The pupil achieves the Transition Room Program's terminal objectives by demonstrating that he is sufficiently secure emotionally, socially, and academically to cope with the regular lower track reading program for his grade in his school.

or

B. The pupil completes a year in the fourth-grade transition room.

ANTECEDENTS

I. Participants

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

1. Students are either in grade 3 or grade 4.

2. Students have an I. Q. of no lower than 85 on an individual test.

3. Students' reading comprehension is retarded by at least one year as measured by the previous year's achievement test.

4. Grade expectancy scores are 2.0 for students in grade 3, and 3.0 for students in grade 4.

5. Teachers, team leaders, supervisors, principals, and school psychologists recommend referral to the Transition Room Program when appropriate.

B. Entering Behaviors--characteristics of participants (other than selection characteristics) which are related to performance in the program

Most students in the transition room display some of the characteristics in areas 1 and 2 below and most of the characteristics in area 3 below:

1. Social-emotional
   - a. Students are disruptive in class.
   - b. Students are withdrawn or aggressive.
   - c. Students have poor self-images.
   - d. Students have difficulty working together.
   - e. Students have difficulty separating fantasy from reality.
   - f. Students are attendance problems.
2. Physical
   - a. Students are overage or undersized.
   - b. Students have some physical defect.
3. Academic
   - a. Students lack previous success in school.
   - b. Students are difficult to motivate.
   - c. Students have language difficulties.
   - d. Students have difficulty following directions.
   - e. Students have difficulty associating ideas presented in one context with similar ideas in another context.
   - f. Students are underachievers rather than slow learners.
   - g. Students have a shorter attention span than children of the same age who attend regular classes.
   - h. Students are poor readers.
   - i. Students are deprived of opportunities to read outside the classroom.
   - j. Students dislike reading.

II. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Teacher	1. A valid teaching certificate 2. Training in remedial reading 3. The ability to diagnose reading problems 4. An understanding of the elementary school curriculum 5. A knowledge of child growth and development 6. An understanding of group dynamics 7. A broad knowledge of, and general interest in, social studies as demonstrated by an awareness of world affairs, the ability to relate current events to the curriculum, and empathy for other cultures 8. The ability to work with students who are hard to teach	1. Cooperation, as evidenced by a willingness to continue formal in-service education relating to assignment 2. Flexibility 3. Sense of humor 4. Creativity 5. The ability to set and enforce limits in the classroom 6. Patience and perseverance
Supervisor	An advanced degree in elementary education	The ability to keep communications open between transition room teachers and the rest of the staff
Director of Compensatory Education	1. Experience with children in deprived neighborhoods and knowledge of their learning problems 2. Familiarity with learning materials of remediation 3. The ability to structure innovative programs and to adapt them to the needs of disadvantaged children	Not stated at this level

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

1. Principals in individual schools do the following things to support the Transition Room Program:

    a. Schedule transition room classes and coordinate the transition room schedule with that of the entire school

    b. Help identify students and make final selection

    c. Determine withdrawal of students who leave the program before the end of the school year

    d. Help interpret the program and support it among staff members, parents, and the community

    e. Alert teachers to relevant instructional materials

    f. Create and maintain an atmosphere in which teachers can work together and have freedom to experiment

    g. Help transition room teachers solve problems

    h. Make facilities, materials, and equipment available

2. The Associate Director of Instruction for General Elementary Education, who works closely with the Director of Compensatory Education, coordinates the supervision of the program.

3. The Assistant Superintendent for Curriculum and Instruction has ultimate control of the instructional aspects of the program.

4. The Assistant Director of Communication Skills provides consultant services as requested.

B. Human Resources--nonadministrative and nonstaff personnel whose contributions and cooperation are necessary to the operation of the program

Position	Support Activity
Team Leader	a. Serves as resource person for the transition room teacher b. Coordinates the transition room with other classes on the team c. Aids principal in enlisting and maintaining faculty support
Team Mother	a. Helps prepare materials b. Sets up and operates equipment c. Performs routine clerical tasks d. Assists with recess e. Accompanies classes on field trips
Regular Teacher	Administers group tests
Consultant	Provides consultant services as requested
Psychologist	a. Aids when called upon in selection of students by administering individual intelligence tests and by identifying children with specific psychological or learning problems b. Confers with teachers, principals, and parents when appropriate
School Social Worker	a. Establishes and helps to maintain contact between home and school b. Follows up on attendance, tardiness, and other problems of school adjustment
Elementary Counselor	a. Helps identify students b. Works with children having behavioral problems c. Advises teachers about individual students
School-Community Agent	a. Provides contact with resource personnel in the community and arranges for their appearance in the school b. Arranges for field trips and accompanies students and teachers on these trips when requested

Position	Support Activity
Medical Staff	Identifies and follows up medical or nutritional handicaps which may underlie poor academic performance of individual students
Speech and Hearing Therapist	Identifies and follows up speech and hearing handicaps that may interfere with academic achievement
Tutor (where available)	a. Provides an image of success with which children can identify b. Gives students individual help with specific reading problems
Parents of Transition Room Students	Provide positive reinforcement through supporting the school in disciplinary matters and assisting their children to acquire academic and social skills

C. Media--the materials, supplies, and equipment required for program activities

The Division of Compensatory Education provides a basic list of materials and equipment for each transition room. Teachers may augment these by ordering from an approved list certain other items which they feel are necessary or desirable for their specific assignments. The table below reports the items most frequently mentioned as useful by teachers. An asterisk indicates an item of basic equipment appearing on the Compensatory Education list. Items not starred are available in the school but were not furnished specifically for the transition room.

Media	Contribution to Program Objectives	Relevant Subjects and Grades
1. Books, workbooks, and supplementary reading materials		
*Open Highways	Helps teach basic reading skills	Reading, Grade 4
*Conquests in Reading	Helps teach phonetic skills	Reading, Grades 3 and 4
*Manuals for basic reading texts	Provides teacher with specific suggestions for realizing objectives of specific lessons	Reading, Grades 3 and 4
*S. R. A. Reading Laboratory	Permits each child to concentrate on his own reading needs and to progress at his own rate	Reading, Grades 3 and 4
*Webster Reading Clinic	Permits each child to concentrate on his own reading needs and to progress at his own rate	Reading, Grades 3 and 4
*Phonics We Use	Permits individual attention to phonetic skills	Reading, Grades 3 and 4
*Readers' Digest Skills Builders	a. Provides interesting content at child's own level, thus improving comprehension b. Reinforces reading skills	Reading, Grades 3 and 4
Spelling Goals (Grade 4)	Provides basic spelling list from which individual students' word lists can be adapted	Spelling, Grade 4

Media	Contribution to Program Objectives	Relevant Subjects and Grades
*"*Dr. Spello*" (workbook)	Permits individualization of spelling program	Spelling, Grade 4
Words Work For You	Provides basic textbook content for English program	English, Grade 4
Learning to Look at Our World	Provides basic social studies content	Social Studies, Grade 4
Library books	a. Further desire to read for enjoyment b. Provide content for comprehension at appropriate level	Grades 3 and 4
2. Instructional games *Dolch reading games	a. Add interest and variety to acquisition of reading skills b. Permit greater individualization	Reading, Grades 3 and 4
*Webster word wheels	Help individualize spelling instruction	Spelling, Grade 4
*Puzzle maps	Reinforce map skills	Social Studies, Grade 4
3. Audiovisual equipment Tape recorder and *earphones (Listening Post) Television set Overhead projector *Tachist-o-Flasher	Enriches the basic program, reinforces skills, and provides additional opportunities for individualization	Reading, Grades 3 and 4; Spelling, English, Social Studies, Grade 4

Media	Contribution to Program Objectives	Relevant Subjects and Grades
Opaque projector		
Phonograph		
Motion picture projector		
Filmstrip projector		
4. Audiovisual materials		All Subjects, Grades 3 and 4
Television programs	a. Supplement basic texts b. Stimulate reading c. Reinforce listening skills	All Subjects, Grades 3 and 4
Special exhibit cases from Carnegie Museum	Enrich basic materials	All Subjects, Grades 3 and 4
Filmstrips		
General filmstrips	a. Supplement basic texts b. Stimulate reading c. Reinforce listening skills	Reading, Grades 3 and 4; Language Arts, Grade 4; Social Studies, Grade 4
Specific filmstrips devoted to phonetics	a. Make acquiring of phonetic skills enjoyable b. Help child attain success in reading	Reading, Grades 3 and 4
Tape recordings	Reinforce listening skills	Reading, Grades 3 and 4; Language Arts, Grade 4
Phonograph records	a. Reinforce listening skills b. Enrich basic program	Reading, Grades 3 and 4; Language Arts, Grade 4; Social Studies, Grade 4

Media	Contribution to Program Objectives	Relevant Subjects and Grades
Still pictures and posters	a. Make classroom more attractive b. Reinforce social studies concepts and reading comprehension skills	Reading, Grades 3 and 4; Language Arts, Grade 4; Social Studies, Grade 4
5. Special social studies materials *World map *Consumable project maps *Individual student maps *Slated globe	Reinforce social studies concepts	Social Studies, Grade 4

D. Facilities

An effective Transition Room Program requires the following facilities in addition to those routinely expected for a standard academic classroom in the intermediate grades:

1. A permanently available classroom with sufficient space to accommodate 20 children working together or in small groups. (The State recommends 25 square feet per pupil.) The room should be set aside for the exclusive use of the transition room classes.

2. Adequate storage space for housing the special equipment and supplies required for the program

3. Audiovisual equipment such as dark blinds, screens, electrical outlets, and bulletin boards.

4. Appropriate tables and chairs for small group activities

5. Adequate chalk boards

IV. Time Constraints

A. Length of Program

The program runs concurrently with the school year. Third- and fourth-graders are eligible, with fourth-graders usually assigned for one year, and third-graders assigned for one or two years.

B. Frequency and Length of Meeting

1. Fourth-grade children usually spend four periods daily, five days a week in the transition room, or 50 percent of their total school time.

2. Third-grade children usually spend two periods daily, five days a week in the transition room, or 25 percent of their total school time.

C. Time Allotment for Specific Subjects

1. In grade 3, 100 percent of the time in the transition room is prescribed for reading

2. In grade 4, approximately 75 percent of the time in the transition room is prescribed for reading and language arts; 25 percent for social studies. (Teachers recommend that at least one full class period daily be devoted to language arts exclusive of reading.)

PROCESS

I. Participant Activities--the day-to-day program activities that will ultimately lead to the achievement of objectives

By their very nature, many student activities in the Transition Room Program apply to more than one subject in the program's curriculum. The listing of a particular activity under a specific subject category below reflects teachers' opinions of the most common or appropriate emphasis for it. Similarly, many activities are suitable for both individuals and groups.

A. Reading

1. Individualized activities

   a. Reading books and articles at the appropriate vocabulary level for information and recreation

   b. Progressing sequentially through SRA and Webster Reading Laboratories

   c. Using the M. W. Sullivan Reading Program (in selected schools)

2. Small group activities

        a. Developing and sharpening word attack skills through use of flashcards, magic slates, and similar instructional aids

        b. Playing word games of the Lotto and Dolch types, including those created by the teacher

    3. Large group activities

        a. Participating in a regular reading group

        b. Participating in drill activities designed to strengthen reading skills

        c. Taking part in group discussion relating to reading lessons

B. Language Arts

    1. Individual activities

        a. Practicing handwriting skills at the blackboard and at seats

        b. Alphabetizing spelling lists

        c. Writing sentences using individual spelling lists

        d. Listening to tape recordings of one's own speech

        e. Reading directions aloud

        f. Writing letters

    2. Small group activities

        a. Studying spelling words with another student

        b. Playing spelling games

        c. Taking part in informal classroom dramatizations

    3. Large group activities

        a. Receiving formal large group instruction in spelling, writing, and English

        b. Writing short narrative and expository composition

        c. Taking spelling tests

d. Taking part in grammar and usage drills

C. Social Studies

1. Individual activities

   a. Constructing salt maps, dioramas, and other manipulative projects designed to reinforce social studies skills

   b. Conducting class meetings

   c. Reading appropriate social studies materials to small groups or to the rest of the class

2. Small group activities

   a. Constructing social studies projects requiring the cooperation of several students

   b. Taking part in dramatizations of social studies topics

   c. Participating in small group oral reading of social studies materials

   d. Working puzzles and playing games designed to reinforce social studies concepts

3. Large group activities

   a. Reading social studies books and articles at the appropriate reading level

   b. Completing worksheets and exercises, including those based on word lists of important words in the topic being studied

   c. Using glossaries, indexes, and tables of contents

   d. Participating in map reading exercises

   e. Taking objective tests

   f. Taking field trips

II. Staff Activities

A. Functions and Duties of Specific Staff Members

Staff Member	Function	Duties
Teacher	1. Diagnosis (Reading)	a. Discusses student with homeroom teacher to determine academic and behavioral problems b. Administers standardized tests: (1) Dolch Reading Test to determine degree of audio and visual discrimination (2) Bond-Hoyts-Clymer Test to determine strengths and weaknesses in word-attack skills (3) Gray's Oral Reading Test to detect oral reading difficulties (4) Tests in Sullivan Reading Program in selected schools to determine reading level
	(Language Arts)	a. Tests student's creative writing skills informally to assess creative writing ability b. Listens to the speech of each student to determine speech habits c. Confers informally with other teachers to discover and confirm problems in English, spelling, and handwriting d. Administers Test "A" in spelling book to help determine spelling level e. Examines spelling prógress cards (in non-graded schools) to help determine spelling level f. Reviews scores on language usage and spelling subtests of Metropolitan Achievement Test to establish official standing in

II. Staff Activities (contd)

Staff Member	Function	Duties
Teacher (contd.)	Diagnosis (contd.)	language usage and spelling and to discover specific words and items of usage that need attention
	(Social Studies)	Administers informal diagnostic tests to determine level of mastery of map skills, other social studies concepts and vocabulary and the ability to follow directions
	2. Planning	a. Previews the materials to be presented in class with the greatest care b. Adapts curriculum in terms of children's specific needs and abilities c. Selects reading material at the child's instructional level and at his independent level of comprehension
	3. Motivation	a. Capitalizes on interests and experiences of individual children in introducing new concepts and units b. Reads aloud to class or small group to stimulate interest in further reading c. Maintains and encourages the use of a classroom library d. Charts and displays record of individual student progress in reading e. Makes and displays experience charts f. Provides opportunities for students to share learning experience g. Displays student work

II. Staff Activities (contd.)

Staff Member	Function	Duties
Teacher (contd.)	3. Motivation (contd.)	h. Provides positive reinforcement i. Brings resource people to the classroom to introduce new topics and units j. Conducts field trips k. Uses a wide variety of audio-visual aids, including models and artifacts, to stimulate interest and develop concepts l. Uses letter writing units to enable students to communicate with people and organizations which can provide motivational information and materials for instructional units
	4. Instruction of students	a. Gives assignments commensurate with the child's level of performance b. Uses specialized materials to attack specific problems c. Administers tests
	5. Communication	Interprets the program for other staff members, parents, and the general public
Elementary Supervisor	1. Supervision of teachers	a. Observes classroom activity b. Advises teachers on specific problems c. Rates teachers
	2. Curriculum development and dissemination	a. Provides information about new materials, ideas, and techniques b. Specifies in-service training activities c. Conducts in-service workshops

II. Staff Activities (contd.)

Staff Member	Function	Duties
Elementary Supervisor(contd)	3. Communication	a. Serves as principal liaison between individual teachers and central office staff b. Expedites acquisition of supplies and equipment
	4. Consultation	a. Assists in selection of students b. Advises in adapting the program to the needs of a specific school in terms of administrative guidelines
Director of Compensatory Education	Administration of the program	a. Coordinates the operation of the program in all schools b. Controls the budget for the program c. Structures and plans in-service training for teachers

B. Intra-staff Communication and Coordination

1. The following general meetings and workshops are held throughout the year:

    a. In-service workshops
    b. Research meetings with groups of transition room teachers and administrators

2. Supervisory contacts are maintained by:

    a. Periodic classroom visits
    b. Supervisor-teacher conferences
    c. Program guidelines issued by the Division of Compensatory Education.

C. Communication between Program Staff and Others

1. Transition room teachers attend general faculty meetings and team meetings as called.
2. Transition room teachers hold conferences with parents when needed.

APPENDIX B

QUESTIONNAIRE FOR TRANSITION ROOM PROGRAM

WE WOULD APPRECIATE YOUR COOPERATION IN OUR CONTINUING EVALUATION OF THE TRANSITION ROOM PROGRAM. YOUR RESPONSES TO THE FOLLOWING QUESTIONS, WHICH WILL BE RECORDED ANONYMOUSLY, WILL KEEP US AWARE OF THE NEEDS OF BOTH CHILDREN AND TEACHERS. TO ENSURE THE BEST POSSIBLE RESULTS IN THE PROGRAM'S DEVELOPMENT, IT IS ESSENTIAL THAT WE OBTAIN A TRUE REPRESENTATION OF YOUR FEELINGS ON THE ISSUES RAISED IN THIS QUESTIONNAIRE.

(In answering questions 1 through 4, count the current school year 1967-1968 as one full year.)

1. How many years have you been teaching? ______
2. How many years have you been teaching in the Pittsburgh Public Schools? ______
3. How many years have you taught in an elementary school? ______
4. How many years have you been a transition room teacher? ______
5. What is the highest academic degree you hold? ______

Answer questions 6, 7, and 8 by "Yes" or "No."

6. Do you hold an elementary education certificate? ______
7. Have you ever taken any courses in the teaching of reading? ______

8. Have you ever taken any courses in remedial teaching? ______

9. Based on your own present needs and experience, what specific subjects, techniques, or concepts would you most like to have considered in future in-service training sessions?

____

____

____

____

APPENDIX C

2/68

School________________ Teacher________________ Observer________________

Date________________ Grade____________ No. of Students______ Visit No.______

(day of wk., mo., day of mo.)

Activity Categories / **Observation Periods**

I. Group Instruction (whole class)

		1	2	3	4	5	6	Total
	Time							
1. Lectures	1							
2. Demonstrates	2							
3. Asks questions	3							
4. Reads to class	4							
5. Explains	5							
6. Checks pupils' work	6							
7. Gives answers	7							
8. Accepts pupils' responses	8							
9. Rejects pupils' responses	9							
10. Corrects pupils' responses	10							
11. Listens to recitation or reading	11							
12. Listens to pupils' spontaneous conversation	12							
13. Directs group instructional activities	13							
14. Directs non-instructional activities	14							
15. Distributes or collects instructional material	15							
16. Tests pupils	16							
17. Praises or rewards pupils' responses or behavior	17							
18. Corrects pupils' behavior	18							
19. Walks around the room	19							
20. Watches pupils work	20							
21. Other miscellaneous teacher activities	21							

II. Individual Instruction (sub-groups or individual)

1. Lectures	1							
2. Demonstrates or explains	2							
3. Asks instructional questions	3							
4. Asks non-instructional questions	4							
5. Reads to sub-group	5							
6. Checks pupil's work	6							
7. Gives answers	7							
8. Accepts pupil's responses	8							
9. Rejects pupil's responses	9							
10. Corrects pupil's responses	10							
11. Listens to recitation or reading	11							
12. Listens to pupil's spontaneous conversation	12							
13. Directs or suggests instructional activities	13							
14. Directs non-instructional activities	14							
15. Distributes or collects instructional material	15							
16. Tests pupils	16							
17. Praises pupil's responses or behavior	17							
18. Criticizes pupil's responses or behavior	18							
19. Discusses pupil's progress	19							
20. Discusses pupil's learning difficulties	20							
21. Assists pupil with his work	21							
22. Other miscellaneous teacher activities	22							

III. Instructional Material Used

1. Basic readers	1							
2. Basic social studies text books	2							
3. Reference books	3							
4. Other books	4							
5. Workbooks	5							
6. Duplicated worksheets	5							
7. Compositions	7							
8. Blackboard	8							
9. Flashcards	9							
10. Notebooks	10							
11. Puzzles	11							
12. Charts	12							
13. Filmstrips	13							
14. Filmstrips and records	14							
15. Phonograph records	15							
16. Magazines or similar publications	16							
17. T-Flasher	17							
18. Instructional Games	18							
19. Other instructional materials	19							